

Four-Year B.Ed. Course Manual

Administration and Management of Early Grade Schools

















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FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors, and lecturers in delivering a complete B.Ed. course for training student teachers which meets the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTCEF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan.. This will help to ensure that student teachers' learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce this set of resources for tutors/lecturers, mentors, and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah - T-TEL Key Advisor, Dr. Eric Daniel Ananga - T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables, and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copy resulting in a set of materials that are easy to use, read, and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team approach used to produce this manual.

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked who have, directly or indirectly, shared their views on the curriculum with us.

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the national accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. the course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's teacher education reform Policy.

The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- they are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
 - 1. What is to be taught and why.
 - 2. how it can be taught.
 - 3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

USING THIS MANUAL

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the strands which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will "own" their manuals and become user-developers. lessons in the manuals will be strands for weekly Pd meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. in preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is

In view of this philosophy, I will facilitate this course by/through

Course Title	ADMINISTRATION AND MANAGEMENT OF EARLY GRADE SCHOOLS							
Course Code	PDE421	Level: 40	0		Credit value: 3	3	Semester 2	
Pre-requisite	Experiences from Supported Teaching in Schools							
Course Delivery Modes	Face- to- face: [V]	Practical Activity [√]	Work- Based Learning: [V]	Seminars [V]	Independent Study: [V]	E- Learning[V]	Practicum: []	
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	[V] [V] [V] The course is designed to expose early grade student teachers to the conceptual, theoretical, and practical issues in basic school administration and management with special reference to Ghana. It examines the meanings and purposes of school administration and management and the specific duties of the headteacher. The course seeks to help student teachers to understand and apply the principles of the various schools of administrative thought and assist student teachers to understand and apply concepts and issues in leadership including gender and inclusivity to ensure effective administration of early grade schools. It seeks to provide a sound knowledge and understanding of the concepts of communication and decision making, and demonstrate how teachers and other stakeholders could be effectively involved in decision making process in early grade schools. Furthermore, the course seeks to provide opportunities for student teachers to observe, report and analyse practical administrative, management and leadership styles. These will enable student teachers to take up leadership positions in the future to ensure effective supervision and administration of early grade schools. It will also equip student teachers with skills to manage transition of learners from the home to Early Grade Schools. Differentiated interactive techniques (including pyramid and panel discussions, role play, audio-visual and tactile analysis, diamond nine, shower thoughts) and assessment procedures (individual and group projects, reports and presentations, case studies, assessment inventories and digital/manual portfolios will be employed in the learning process to enable student teachers apply the various administrative							
Course Learning Outcomes	(NTECF, NTS 2d, 3e, 3k, 3p, 3l, p.18).On successful completion of the course, student teachers will be able to:1. Demonstrate knowledge and understanding of the nature and functions, challenges and barriers to administration and management of early grade schools (NTS 1e, 2a, 3c, 3d).2. Demonstrate knowledge and understanding of the reasons for classifying the school as a formal organisation, and the				nd 1.1 Expla s, mana d 1.2 Discu mana classr 1.3 Discu admin 1.4 Ident encou grade organisati ne 2.2. Comp	gement. ss the functior gement (PO coom or school i ss the uniquene histration. ify the cha untered in the schools and ho in organisation on. oare and contra	administration and as of administration and SDCoRB) and their mplications. ass of early grade school illenges and barriers administration of early by they are addressed. and identify the types of st the features of formal	
	duties of headteachers of basic Schools(NTS, 3e p.14).and informal organisations.3e p.14).2.3. Discuss the specific and general headteachers in managing an early grad 2.4. Explain the role of headteachers in resources for the management of early Schools.3. Critically review the various schools of administrative thought and their applications to the educational setting (NTS 1a p.12)3.1 Compare and contrast the different administrative thought.4. Examine the concept of leadership and explore the application of the theories and styles of leadership in achieving cordial4.1. Explain the theories of leadership in achieving cordial						ns. c and general duties of g an early grade school adteachers mobilising ment of early grade t the different schools of onal implications of the dministrative thought. s of leadership and their lministration. leadership styles, their	
	on the	ir experie		s by drawin ng supporte 2)	ed experienc	e during suppor	and relate it to their ted teaching in schools ip qualities that relate to	

ethics teache	al Teachers' Standa and values that por rs as good role mod mmunity (NTS 1c, 1d, Topics: 1. Nature of school administration and management	 rtray early grade lels in the school 1f, 1g, 2a, 2c, 3n, Sub-topics (if any Meaning of a and manager 	experiences durir 7.2. Discuss how good models in t on their experien schools.): dministration nent nd similarities of n and educational of POSDCoRB e of n of inclusive chools	 ode of ethics that relate to their ng supported teaching in schools. y student teachers could become the school and community based nees during supported teaching in Suggested Teaching Learning Activities Panel discussion on the meaning, differences and similarities of administration and management. Shower thoughts for meaning and educational implications of POSDCoRB. Talk for learning approaches on uniqueness of administration of
6. Exh school partne	ibit knowledge and climate and s rship (NTS 1e, 1f, 1g , 1	understanding of school-community 2f, 3h, 3o) .	decision-making grade classrooms 5.3. Identify the communication, of supervision and addressed in ear during supported 5.4. Discuss the of teachers 6.1. Explore their teaching in school its types. 6.2. Discuss the d school climate. 6.3. Explain the m school-communit 6.4. Discuss the n community partm 6.5. Evaluate the delegation and has schools and the of 6.6. Discuss the m Governors, PTA, i school-communit	e various barriers to effective decision-making and instructional I how they can be or were rly grade classrooms and schools d teaching. criteria for appraising early grade r experiences during supported ols and explain school climate and determinants and importance of meaning, types and principles of ty partnership. meed for effective school- mership and ways to achieve it. strategies for effective andling of conflicts in early grade community. ole of GES, SMC, Board of in fostering cordial early grade
comm	ibit understanding a unication, decisio ision in the admini	n-making and	teaching in sch effective adminis 4.4. Explore their teaching and disc needed to achiev relationship 5.1. Explain t decision-making,	s' experiences during supported nool and that would facilitate stration of early grade schools r experiences during supported cuss the appropriate strategies re cordial school-community the concepts communication, and supervision in schools. reir experiences during STS and

T				
			 How to manage the transition of early grade learners including those with SEND from home to school. 	challenges and barriers to administration of early grade schools and how to address them
	2	2. The school as an organisation and the duties of headteachers of inclusive early grade schools.	 Meaning, types and characteristics of organisations Differences and similarities between formal and informal organisations Features of an inclusive early grade school as a formal organisation and duties of the headteacher in inclusive basic schools Role of the headteacher in mobilising resources for the administration of inclusive early gradeschools. 	 Student-led discussion on the meaning, types and characteristics of organisations. Individual power point presentation on differences and similarities of formal and informal organisations. Group power point presentations on the duties of headteachers in an early grade School. Seminar on the role of headteachers in mobilising resources for the administration of early grade Schools.
	3	3. Schools of administrative thoughts and their educational implications	 Scientific management approach and its school implications Administrative management approach and its school implications Bureaucratic approach and its implications Human resource approach and its school implications Theories X, Y and Z, and their school implications 	 Concept mapping on schools of administrative thought. Pyramid and panel discussion on the principles of the various schools of administrative thought. Individual and group presentations on the educational implications of the principles of the schools of administrative thought. Case studies on the applicability of theories X, Y and Z in the administration of early grade Schools.
	4	4. Leadership in early grade Schools	 Conceptual issues in leadership (leadership as a trait, an ability, a skill, a behaviour, a relationship, an influence; definitions and importance of leadership; Curriculum leadership, Instructional leadership, gender and leadership; differences between leadership and management) Leadership Theories Sources of leadership power Attributes of a good leader; Leadership styles and skills 	 Group power point presentations on the meaning of leadership, curriculum leadership, instructional leadership, gender and leadership, and differences between leadership and management. Individual and group projects using ICT to illustrate leadership theories. Shower thoughts to teach importance of leadership Talk for learning approaches to teach sources of leadership, attributes, skills and styles of leadership. Audio-visual and games to teach leadership styles,

			skills, and attributes of a
			 good leader. Role play and reflective notes to teach styles, skills and attributes of a good leader.
5	5. Communication, decision making and supervision in early grade Schools	 Meaning and the need for effective communication; Processes, types and channels of communication Barriers and guide to effective communication Meaning and importance of decision making Effective ways to involve teachers in decision-making Meaning and the need for supervision Types and models of supervision, with emphasis on clinical supervision Role of GES, SMC, PTA, DEOC, MOE, NGOs, National Inspectorate Board, National Teaching Council in the supervision and administration of Schools Criteria for appraising teachers Challenges of supervision in early grade Schools. Ministries and Agencies that provide services to the learners with SEND 	 Shower thoughts to elicit meaning, types, channels, and the need for effective communication. Panel/pyramid discussion to teach barriers and guide to effective communication Tutor-led discussion on meaning and importance of decision-making in early grade schools. Audio-visual and tactile analysis of effective ways to involve teachers in decision-making. Individual and group projects on types and models of supervision, with emphasis on clinical supervision. Resource persons and discussions to teach the role of GES, SMC, PTA, DEOC, MOE, NGOS, National Inspectorate Board, National Teaching Council in the supervision and administration of early grade schools. Individual and group power point presentations on criteria for appraising teachers Think-pair share to teach challenges of supervision in early grade schools. Team teaching/Resource persons to lead discussion on Ministries and Agencies that provide services to the disabled during seminars
6	6. School climate and school- community partnership	 Meaning and types of inclusive school climate Determinants and importance of school climate Meaning, types and principles of school-community relationship The need and ways to ensure effective relationship between early grade schools and the community Effective delegation and handling of conflict issues in 	 Tutor-led discussion on meaning, types, determinants and importance of inclusive school climate. Panel/pyramid discussion on meaning, types and principles of school- community relationship. Individual and group power point presentations on the need for and ways to ensure effective

		inclusive early grade Schools. • Role of GES, SMC, PTA, GES, DEOC, MOE, NGOs in fostering cordial school-community partnership.	 relationship early gradeschools and the community. Audio-visual and tactile analysis of skills for effective delegation and handling of conflict issues in early gradeschools and the community. Team teaching/Resource persons for Role of GES, SMC, PTA, GES, DEOC, MOE, NGOs in fostering cordial school-community relationship. 					
	7 7. Contemporary issues in early grade school administration	 21st Century teaching skills Professional standards (National Teachers' Standards for Ghana), and Code of Ethics (e.g. sexual harassment and misconduct, child abuse, extortion of money from students, drug abuse, alcoholism), homosexuality, occultism, Gender and SEND issues Licensing of teachers Induction, professional development, and promotion of teachers 	 Individual and group presentations on 21st Century teaching skills using power point. Resource persons to talk on professional standards, code of ethics, gender and SEND issues, and licensing of teachers. Panel/pyramid discussion, shower thoughts, individual and group presentations on induction, professional development and promotion 					
Course Assessment		tfolio Assessment (30% overall score)	200/					
	 Midterm assessme 	students work (3 of them -10% each) = ent = 20%	50%					
	Reflective Journal							
	_	e subject portfolio = 10% (how it is pres	sented /organised)					
	NOTE: Assignment (Each sh	ould NOT be more than 400 words)						
		ifferences and similarities of administra	0					
		nplications of the functions of administ and the unique nature of administratio	_					
		ing, types and characteristics of organis						
	-	as a formal organisation; and the role o	-					
		effective administration of early grade : independent thinking skills, critical thi						
	development		C . <i>n</i> 1					
	Weighting: 30% Assesses Learning Outcome	es: CLO 1. CLO 2						
	-	ect: (30% overall semester score)						
		ar statement of aim and purpose of the						
	 Methodology: wha project = 20% 	at the student teacher has done and wh	ny to achieve the purpose of the					
	 Substantive or mai 	in section = 40%						
	• Conclusion = 30%							
	Note: Subject Project: This s	should be given in week 2 and taken in	week 7					
	i. Group power point	t presentations of the specific duties of						
		t presentations of the schools of admin	istrative thoughts and their					
	headteacher. ii. Group power point presentations of the schools of administrative thoughts and their							
	-	educational implications. iii. Group power point presentations on meaning and nature of leadership and its application						

	to early grade School setting. (Groups should work on different topics. Presentations
	should explore and draw on student teachers experiences during STS)
	Correctille to be developed, cellaboration, evidical thinking shills, reveaued development, recorded
	Core skills to be developed: collaboration, critical thinking skills, personal development, research
	and communication skills, honesty, digital literacy.
	Weighting: 30%
	Assesses Learning Outcomes: CLO 1, CLO 3, CLO 4
	Component 3: SUMMATIVE ASSESSMENT (EXAMINATION)
	Summary of Assessment Method: End of Semester Examination Core skills to be developed: individual thinking skills, critical thinking skills, honesty
	Weighting: 40%
	Assesses Learning Outcomes: CLO 5, CLO 6, CLO 7
Teaching and	1. TESSA Online Educational Resources (<u>www.tessafrica.net</u>)
learning activities	2. T-TEL Modules (<u>www.t-tel.org</u>).
-	3. Other Relevant Online Resources (<u>www.Tess-india.net</u> ,
	www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan
	academy)
	4. The iBox (CENDLOS)Audio-visuals and animations from YouTube
	5. Audio-visuals and animations from YouTube
	6. Projectors and computers
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Year of B.Ed. 4	Semester	2	Place of lesso	n in semes	ter 1	23456789	9 10 11 12
Title of Lesson	Nature of bas	sic school a	administration a	ement	Lesson Duration	3 Hours	
Lesson description	This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course. The lesson also introduces student teachers to the nature of basic school administration and management. Basic concepts such as administration and management will be explained as well as the functions of administration and management (POSDCoRB). The uniqueness of Early grade school administration will also be highlighted.						
Previous studentteacher knowledge, prior learning (assumed)	Student teachers have embarked on STS and observed how schools are managed. Moreover, they have ideas about how their colleges are managed.						
Possible barriers to learning in the lesson			nces of how the concepts about			-	
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [V]	Practical Activity []	Work- Based Learning	Semina rs [√]	Independe nt Study [√]	E-learning opportuniti es [v]	Practicum []
Lesson Delivery – the main mode of delivery chosen to support student teachers in achieving the learning outcomes.	pair-share, sh E-learning op management Seminars: to and/or tutor-	nower thou oportunitie t and admi o generate -led on the	earning approa ughts, etc. shoul es: Videos from nistration. group and ind use of various l e enable studen	d be used YouTube ividual cre earning res	in facilitating on misconcep ativity, discus sources.	the lesson. btions and barr ssion, and refle	riers to school
The overarching outcome, what you want the student teachers to achieve, serves as a basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	The overarching outcome for this lesson is to equip student teachers with knowledge, skills, and competence in managing classrooms and schools. It is expected that by learning the functions of administration and management they will be in good stead to effectively apply these concepts particularly in managing Early grade schools. It is also the aim of this lesson to refresh student teachers' knowledge about the course learning outcomes and the 3 assessment components.						y learning the fectively apply of this lesson
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	issues – core and skills, inclusivity, o addressing diversity these be addr						equity, and ty. How will dressed or
	CLO 1. demon knowledge an understandin the nature ar functions of administratic management 1e, 2a, 3c, 3d	nd ng of nd 2 on and t (NTS I).	 1.1 Explain the administrat management 1.2 Discuss the administrat management and their class chool impl 1.3 Discuss the Early grade administrat Identify the encountere administrat grade school 	ion and nt. functions of ion and nt (POSDCo assroom or ications. uniquenes school ion. challenges d in the ion of Early	critic Digi of inter on the oRB) the l crea think s of the class s Equi vario	ous strategies ents consid ground charad	ntations. Surfing the nt information e discussed in innovation: ys of applying of physical ddle childhood usivity: using in grouping ering their

Topic Title: Nature of basic school administration and management	Sub-topic	Stage/ Time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.Teacher ActivityStudent Activity		
	Discussion of the course learning outcomes and the assessment components.	30 minutes	Face-to-Face Teacher-led panel discussion of the course learning outcomes and the assessment components.	Face-to-face Panel discussion of the course learning outcomes and the assessment components.	
	 Meaning, differences, and similarities of administration and management 	30 minutes	Face-to-face Use relevant talk for learning approaches (shower thoughts or whole-class discussion) to elicit ideas from student teachers on meaning, differences, and similarities of administration and management.	Face-to-face differences and similarities of administration and management	
	 Meaning and educational implications of POSDCoRB 	40 minutes	Face-to-face Tutor-led group discussion on the meaning and educational implications of POSDCoRB after which the groups present their findings on a poster.	 Face-to-face Group discussion on the meaning and educational implications of POSDCoRB. 	
	Unique nature of administration of inclusive Early grade schools	40 minutes	Tutor-led discussion to identify some of the uniqueness of administration of inclusive Early grade schools in the Ghanaian context.	 Talk for learning approaches on the uniqueness of administration of inclusive Early grade schools. 	
	Challenges encountered in the administration of inclusive Early grade schools.	30 minutes	Presentation Tutor-led individual and group powerpoint presentations on barriers to administration of Early grade schools.	Presentation Individual and group powerpoint presentations on barriers to administration of Early grade schools.	
	Conclusion	10 minutes	Review with student teachers, the key points discussed in the lesson. Ask student teachers to read further on the functions of administration and management of educational institutions with an emphasison Early grade schools.	Contribute to the review by sharing your ideas on what has been learned.	

Lesson assessments –	In-lesson Assessment (Peer Assessment and Group Report: Assesses Course Learning
evaluation of learning: of, for	Outcome 1)
and as learning within the	Peer assessment of group presentation on the differences and similarities between
lesson	management and administration as well as the functions of administration and management.
1635011	Assesses the following NTS: (NTS 1e, 2a, 3c, 3d).
	Assesses the following NTS. (NTS 12, 24, 50, 50).
	NTS 1e: Engages positively with colleagues, learners, parents, School Management
	Committees, Parent-Teacher Associations, and the wider public as part of a community of
	practice.
	NTS 2a: Demonstrates familiarity with the education system and key policies guiding it.
	NTS3c: Creates a safe, encouraging learning environment.
In the state of December 2	NTS 3d: Manages behaviour and learning with small and large classes.
Instructional Resources	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials:</i>
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). Group work: Professional
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). Creative approaches: Professional
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Mobile phones
	Laptops
	Videos from YouTube on features of physical development in middle childhood.
Required Text (core)	Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A review of leadership theories,
	principles, and styles and their relevance to educational management.
	Management, 5 (1), 6-14.
	Esia-Donkoh, K. (2014). Attaining educational and school goals: Duties of headteachers of
	public basic
	schools in Ghana. Journal of Education and Practice, 5 (1), 64-72. ISSN 2222-288X
	(Online), ISSN
	2222-1735 (Paper). URL: http://www.iiste.org.
Additional Reading List	Achua, C. F., & Lussier, R. N. (2013). Effective leadership. Toronto: South-Western Cengage
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	Annoh, K. (2003). Education studies. Kumasi: Payless publications.
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	ed.). London: Kogan Page.
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	SAGE.
	Bush, T. & Bell, L. (2005). The principles and practice of educational management. London:
	Chapman Publishing Ltd.
	Ghana Education Service (2010). Headteachers' handbook. Accra: Ministry of Education.
	Ghana Education Service (2010). School management committee handbook. Accra: Ministry
	of Education.
	Hoy, W. K. & Miskel, C. G. (2012). Educational administration: Theory, research, and practice
	(7th Ed.). New York: McGraw-Hill Book Company
	McGuire, D. (2014). Human resource development (2nd ed.). London: Sage Publications.
	Middlewood, D., & Lumby, J. (2008). Human resource management in schools and colleges.
	London: SAGE.
	Northouse, P. G. (2012). Introduction to leadership: Concept and practices. Los Angeles:
	SAGE.
	Putti, J. M. (2012). Management principles. New Delhi: Macmillan Publishers India Ltd.
	Scott, S., & Bohlander, G. (2013). Managing human resources. Ohio: South-Western Cengage
	Learning.
	Sidhu, K. S. (2011). School organization and administration. New Delhi: Sterling Publishers
	Pvt. Ltd.
	Transforming Teacher Education and Learning (T-TEL) (2017). National teachers' standards
	for Ghana: Guidelines. Accra: Ministry of Education
	Practical application of the concepts and functions of management and administration of
CPD noods	
CPD needs	Early grade schools.

Year of B.Ed. 4	Semester	2	Place of le	esson in seme	ster 1	2 3456789	9 10 11 12
Title of Lesson		-		the duties of		Lesson	3 Hours
Lesson description	headteachers of inclusive basic schoolsDurationIn this lesson, student teachers will learn about the meaning and types of organisation; the features of formal and informal organisations, and the uniqueness of the administration of Early grade schools. Some specific and general duties of Early grade schools headteachers will be discussed. Finally, the roles of headteachers in mobilising resources for the administration of Early grade schools will also be highlighted.						
Previous student teacher			e had oppor	tunities to stu	udy the organ	nograms of the v	arious schools
knowledge, prior learning	they have	observed a	s part of the	eir STS. Throu	gh the variou	s orientation ses	sions, student
(assumed)						n organisation.	
Possible barriers to learning			-	pts from the	e previous le	sson. Prevailing	unfavourable
in the lesson		nd learning					.
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Independ	E-learning	Practicum
support student teachers in achieving the outcomes	face [V]	Activity	Based Learning	[V]	ent Study [√]	opportunities [√]	[V]
Lesson Delivery – main mode	Face-to-fa		Ŷ	nroaches incl		id and panel disc	russion think-
of delivery chosen to support				should be use			
student teachers in achieving						otionsduties of he	adteachers of
the learning outcomes.	-	asic schools					
	Seminars: to generate group and individual creativity, discussion, and reflection; student and/or tutor-led on the use of various learning resources. Independent study: to enable student teachers to engage with relevant issues related to the topic. Practicum: working in mixed-ability groups for role play, discussion, and presentations.						
The overarching outcome,						teachers with kn	
what you want the student teachers to achieve, serves as a basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	and comp student to informal c and schoo Moreover uniquenes student to	etence in m eachers will organization ls. , after unde ss of the adr eachers wit	anaging clas I be able to s and effecti ertaking this ministration h knowledg	srooms and so identify the vely utilise tha lesson, stude of Early grade	chools as an o contrasting at knowledge nt teachers a schools. Fina specific and	organisation. It is features betwee to administer th are expected to a illy, the lesson int general duties of	expected that in formal and eir classrooms appreciate the tends to equip
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning (Dutcomes	Le	arning Indicat	Identify which issues – transferable inclusivity, e addressing di will these be developed? Communication	core and skills, equity, and versity. How addressed or	
	CLO 2. demonstrate knowledge and understanding of the reasons for classifying the basic school as a formal organisation, and the duties of headteachers of Early grade schools(NTS, 3e p.14).2.1. Explain the concept of an organisation and identify the types.2.2. Compare and contrast the features of formal and informal organisations.2.3. Discuss the reasons for the uniqueness of the administration of Early grade schools.p.14).2.4. Discuss the specific and general duties of Early grade schools.					through critiqu presentations. Digital literacy internet for rela- information on to be discussed Creativity and i thinking about applying the ch of physical deve middle childhoo classrooms. Equity and inclu	ing and Surfing the evant the themes in the lesson. nnovation: ways of aracteristics elopment in od

		headteach resources	hers mobilising for the ation of Early ools.	various strategies in grouping students considering their background characteristics and abilities.	
Topic Title: Nature of basic school administration and	Sub-topic	Stage/ Time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.		
management	 Meaning, types, and characteristics of organisations 	20 minutes	Teacher Activity Face-to-Face Teacher-led discussion on the meaning, types, and characteristics of organisations.	Student Activity • Discussion on the meaning, types, and characteristics of organisations.	
	 Differences and similarities between formal and informal organisations 	40 minutes	Face-to-face Use relevant talk f learning approach (shower thoughts whole-class discussion) to elici ideas from studen teachers on differences and similarities of forn and informal organisations	presentation on or differences and similarities of it formal and it informal organisations.	
	Features of an inclusive basic school as a formal organisation; duties of the headteacher in inclusive basic schools	60 minutes	 Presentations Ask student teachers to present/share scuss their po on the duties headteachers inclusive Early grade schools 	intsduties ofofheadteachers inininclusive Earlyygrade schools.	
	Role of the headteacher in mobilising resources for the administration of inclusive Early grade schools.	50 minutes	Seminar Tutor facilitates seminar on the ro of headteachers in mobilising resource for the administration of inclusive Early gra schools. Digital Literacy Ask student teach to search from the internet, some of sources of mobilis resources for the administration of inclusive Early gra schools.	Seminar on the role of headteachers in mobilising resources for the administration of inclusive Early grade schools. Digital Literacy Surf the internet for information onsome of the sources of mobilising resources the for the administration ing of inclusive Early grade schools and display them in the lecture	

	Conclusion	10 minutes	 Review with student teachers, the key points discussed in the lesson including the: Differences and similarities between formal and informal organisations Features of an inclusive basic school as a formal organisation; duties of the headteacher in inclusive basic schools 	Contribute to the review by sharing your ideas on what has been learned. • Tell some differences and similarities between formal and informal organisations • State three features of an inclusive basic school as a formal organisation; duties of the headteacher in inclusive basic		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Outcome 2) Peer assessment of grou and informal organisatio organisation; duties of th portfolio of student tea following NTS: (NTS, 3e p	p presentation on ns as well as the ne headteacher in chers to be subr .14).	and Group Report: As the differences and sim features of an inclusive inclusive basic schools. mitted by the end of L	basic school as a formal This will be part of the		
	 Subject Project: (30% overall semester score) Introduction, a clear statement of aim and purpose of the project = 10% Methodology: what the student teacher has done and why to achieve the pur of the project = 20% Substantive or main section = 40% Conclusion = 30% Note: Subject Project: This should be given in week 2 and taken in week 5 					
	 iv. Group power point presentations of the specific duties of the inclusive Early grade school headteacher drawing from their STS experiences. v. Group power point presentations of the schools of administrative thoughts and their educational implications as observed in their schools of practice. 					
Instructional Resources	Transforming Teacher Education and Learning (2016). Teaching and learning materials: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). Group work: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). Group work: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). Creative approaches: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org) Mobile phones Laptops Videos from YouTube on features of physical development in middle childhood.					
Required Text (core)	Amanchukwu, R. N., Star principles, and <i>Management, 5</i> Esia-Donkoh, K. (2014). A public basic scho	hley, G. J., & Ololu I styles and th (1), 6-14. Attaining education ools in Ghana. Jou	be, N. P. (2015). A review neir relevance to edu	w of leadership theories, ucational management. ies of headteachers of <i>actice, 5</i> (1), 64-72. ISSN		

Additional Reading List	Achua, C. F., & Lussier, R. N. (2013). Effective leadership. Toronto: South-Western Cengage
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	Ghana Education Service (2010). <i>School management committee handbook</i> . Accra: Ministry of Education.
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	Transforming Teacher Education and Learning (T-TEL) (2017). National teachers' standards
	for Ghana: Guidelines. Accra: Ministry of Education
CPD needs	Workshop and Seminars on the duties of headteachers

Year of B.Ed. 4	Semester 2	Pla	ce of lessor	ı in semes	ter 1	2 3 4 5 6 7 8	9 10 11 12	
Title of Lesson	Schools of administrative thoughts and their educational Lesson 3 H implications Duration						3 Hours	
Lesson description	In this lesson stuc thought. Specificall	In this lesson student teachers are introduced to the various schools of administrative thought. Specifically, three (Scientific, Administrative, and Bureaucratic) schools of thought will be considered. The implication of applying each of the identified perspectives in our						
Previous student teacher knowledge, prior learning (assumed)	Student teachers m schools, and classro	nay have e	xperienced	varied lea				
Possible barriers to learning in the lesson	Student teachers' b teaching and other			s for speci	fic schools o	f thought. Ineffe	ctive modes of	
Lesson Delivery – chosen to support student teachers in achieving the outcomes		Practical Activity []	Work- Based Learnin	Semina rs [√]	Independe nt Study [√]	 E-learning opportuniti es v 1 	Practicum [V]	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	g I v j Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-p share, shower thoughts, etc. should be used in facilitating the lesson. E-learning opportunities: Videos from YouTube on misconceptions duties of headteacher inclusive basic schools Seminars: to generate group and individual creativity, discussion, and reflection; stud and/or tutor-led on the use of various learning resources. Independent study: to enable student teachers to engage with relevant issues related to topic. Practicum: working in mixed-ability groups for role play, discussion, and presentations.						eadteachers of ction; student related to the	
The overarching outcome, what you want the student teachers to achieve, serves as a basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	The overarching outcome for this lesson is to introduce student teachers to the various schools of administrative thought and their implications. This topic or lesson is crucial as part of the training of pre-service teachers because throughout their teaching careers they are almost certain to encounter situations, challenges, and issues that may require administrative decisions. To effectively deal with these situations require the student teacher to be equipped with critical knowledge on theories of administration.						crucial as part reers they are administrative	
Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome Topic Title: • Schools of administrative thoughts and their educational implications	CLO 3. critically revi various schools administrative t and their applicati the educational (NTS 1a p.12) Sub-topic	of hought ions to setting	 3.1 Compatible of thoug 3.2 educat of the schools 	different admini ght. Discuss ional impli e princip	iss sk ac th de ontrast Co schools cr strative D in the or cations th les of Cr of th bught. th cations th les of cr of th cations th les of cr strative st the or cations th bught. th	eveloped? ommunication s itiquing and pres igital literacy: ternet for releva the themes to b e lesson. reativity and inking about wa e characteristic	equity, and ity. How will dressed or kills: through entations. Surfing the nt information be discussed in innovation: ys of applying s of physical in middle ms. usivity: using in grouping lering their	

Scientific management approach and its school implications • Administrative management approach and its school implications • Bureaucratic approach and its implications • Conclusion	Time 20 minutes 40 minutes 40 minutes	collaborative group work o Teacher Activity Face-to-Face Introduction to the lesson by asking studentsto share with others in their groups what they learned from their reading on administrative thought. Panel discussion on: Scientific management approach and its school implications Panel discussion on: Administrative management approach and its school implications Panel discussion on: Bureaucratic approach	 r independent. Student Activity Face-to-face Concept mapping on schools of administrative thought. Face-to-face Pyramid and panel discussion on the principles of the various schools of administrative thought. Pyramid and panel discussion on Administrative management approach and its school implications Pyramid and panel School implications Pyramid and panel
 management approach and its school implications Administrative management approach and its school implications Bureaucratic approach and its implications 	40 minutes 40 minutes 40	Face-to-FaceIntroduction to the lessonby asking studentsto sharewith others in their groupswhat they learned fromtheir reading onadministrative thought.Panel discussion on:Scientific managementapproach and its schoolimplicationsPanel discussion on:Administrativemanagement approachand its school implicationsPanel discussion on:Administrativemanagement approachand its school implicationsPanel discussion on:	 Face-to-face Concept mapping on schools of administrative thought. Face-to-face Pyramid and panel discussion on the principles of the various schools of administrative thought. Pyramid and panel discussion on Administrative management approach and its school implications
 management approach and its school implications Administrative management approach and its school implications Bureaucratic approach and its implications 	40 minutes 40 minutes 40	Introduction to the lesson by asking studentsto share with others in their groups what they learned from their reading on administrative thought. Panel discussion on: Scientific management approach and its school implications Panel discussion on: Administrative management approach and its school implications Panel discussion on:	 Concept mapping on schools of administrative thought. Face-to-face Pyramid and panel discussion on the principles of the various schools of administrative thought. Pyramid and panel discussion on Administrative management approach and its school implications
 management approach and its school implications Bureaucratic approach and its implications 	40 minutes 40	Panel discussion on:Scientific managementapproach and its schoolimplicationsPanel discussion on:Administrativemanagement approachand its school implicationsPanel discussion on:	Pyramid and panel discussion on the principles of the various schools of administrative thought. Pyramid and panel discussion on Administrative management approach and its school implications
approach and its implications	minutes 40	Administrative management approach and its school implications Panel discussion on:	discussion on Administrative management approach and its school implications
Conclusion	-		Pyramid and panel
Conclusion		and its implications	discussion on Bureaucratic approach and its implications.
	30 minutes	Whole class discussion Facilitate discussion by asking groups to post their work on the board and discuss it.	Whole class discussion Discussion of the group's work with the whole class.
In-lesson Assessment	10	Point out key features of	Write the key features of
(Peer Assessment	minutes	each of the three	each of the three
and Group Report:		administrative schools of	administrative schools of
Assesses Course Learning Outcome 3) Peer assessment of group presentation on the differences and similarities among the three administrative schools of thought. This will be part of the portfolio of student teachers to be submitted by the end of Lesson 11. Assesses the following NTS: (NTS 1a p.12) NTS 1a: Critically and collectively reflects to improve teaching and learning.		thought.	thought.
Professional developme Transforming Teacher I guide for tutors. Accra. Transforming Teacher I	ent guide fo Education a Ministry of Education a	or tutors. Accra. Ministry of Ed and Learning (2016). Group wa f Education (www.t-tel.org) and Learning (2016). Creative of	lucation (www.t-tel.org) ork: Professional development approaches: Professional
	Learning Outcome 3) Peer assessment of group presentation on the differences and similarities among the three administrative schools of thought. This will be part of the portfolio of student teachers to be submitted by the end of Lesson 11. Assesses the following NTS: (NTS 1a p.12) NTS 1a: Critically and collectively reflects to improve teaching and learning. Transforming Teacher I <i>Professional development guide for tutors.</i> Accra. Transforming Teacher I <i>development guide for</i> Mobile phones	Learning Outcome 3) Peer assessment of group presentation on the differences and similarities among the three administrative schools of thought. This will be part of the portfolio of student teachers to be submitted by the end of Lesson 11. Assesses the following NTS: (NTS 1a p.12) NTS 1a: Critically and collectively reflects to improve teaching and learning. Transforming Teacher Education a <i>Professional development guide for</i> Transforming Teacher Education a <i>guide for tutors.</i> Accra. Ministry of Transforming Teacher Education a <i>development guide for tutors.</i> Accr	Learning Outcome 3) Peer assessment of group presentation on the differences and similarities among the three administrative schools of thought. This will be part of the portfolio of student teachers to be submitted by the end of Lesson 11. Assesses the following NTS: (NTS 1a p.12) NTS 1a: Critically and collectively reflects to improve teaching and learning. Transforming Teacher Education and Learning (2016). <i>Teaching</i> <i>Professional development guide for tutors</i> . Accra. Ministry of Ed Transforming Teacher Education and Learning (2016). <i>Creative of</i> <i>development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Creative of</i> <i>development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Creative of</i> <i>development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Creative of</i> <i>development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org)

	Videos from YouTube on features of physical development in middle childhood.
Required Text (core)	Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A review of leadership theories, principles, and styles and their relevance to educational management. <i>Management</i> , <i>5</i> (1), 6-14.
	Esia-Donkoh, K. (2014). Attaining educational and school goals: Duties of headteachers of public basic schools in Ghana. <i>Journal of Education and Practice, 5</i> (1), 64-72. ISSN 2222-288X (Online), ISSN 2222-1735 (Paper). URL: http://www.iiste.org.
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	Cengage Learning.
	Sidhu, K. S. (2011). <i>School organization and administration</i> . New Delhi: Sterling Publishers Pvt. Ltd.
	Transforming Teacher Education and Learning (T-TEL) (2017). National teachers' standards for
	Ghana: Guidelines. Accra: Ministry of Education
CPD needs	Workshops and seminars on schools of the administrative thoughts and their educational
	implications

Year of B.Ed. 4	Semester 2 Place of lesson in semester					2345678	9 10 11 12
Title of Lesson	Schools of administrative thoughts and their educational Lesson 3 H implications Duration						
Lesson description	This lesson is the s educational implic administration are each of these 3 the	ations. Sim considered	ilar to the p d. These are	revious les theories >	son, some th (, Y, Z. The st	eories and pers engths and wea	pectives on
Previous student teacher knowledge, prior learning (assumed)	Students have lead to link the content	rned about of today's	the various lesson with	s schools o it.	f administrat	ive thought and	
Possible barriers to learning in the lesson	Inappropriate teac	hing and le	arning strat	tegies may		earning of speci	fic concepts
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [V]	Practical Activity []	Work- Based Learnin g	Semina rs [V]	Independe nt Study [√]	E-learning opportuniti es [v]	Practicum [√]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	share, shower thou E-learning opportu- inclusive basic sche Seminars: to gen and/or tutor-led o Independent study topic. Practicum: working The overarching o	 Face-to-face: Talk for learning approaches including pyramid and panel discussion, thin share, shower thoughts, etc. should be used in facilitating the lesson. E-learning opportunities: Videos from YouTube on misconceptions duties of headteach inclusive basic schools Seminars: to generate group and individual creativity, discussion, and reflection; st and/or tutor-led on the use of various learning resources. Independent study: to enable student teachers to engage with relevant issues related topic. Practicum: working in mixed-ability groups for role play, discussion, and presentations. The overarching outcome for this lesson is to introduce student teachers to some imp 					
what you want the student teachers to achieve, serves as a basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	theories that seek to explain how humans should be governed in different contexts. This lesson is crucial as part of the training of pre-service teachers because throughout their teaching careers they are almost certain to encounter situations, challenges, and issues that may require different ways of dealing with them. To effectively deal with these situations require the student teacher to be equipped with critical knowledge on theories of administration.						
Learning Outcome for the lesson, picked and developed from the course specification	Learning Outcomes Learning Indicators Identify which issues – core any skills, inclusivity addressing divers these be ac developed?					d transferable , equity, and sity. How will Idressed or	
Learning indicators for each learning outcome	CLO 3. critically rev various school administrative and their applica the educational (NTS 1a p.12)	s of thought tions to	 3.2 education of th 	ent scho nistrative t Discuss ional imp e princip s of admin	ools of cr hought. D the in lications in oles of be istrative Cr th th de ch Ec va st ba	ommunication s itiquing and pre igital literacy: ternet for formation on t e discussed in th reativity and inking about wa e characteristic evelopment hildhood classro quity and incl prious strategie udents consi- ackground chara pilities.	sentations. Surfing the relevant he themes to e lesson. innovation: ays of applying cs of physical in middle oms. usivity: using s in grouping dering their

Topic Title: Schools of administrative	Sub-topic	Stage/	Teaching and learning activit						
thoughts and their	Sub-topic	Stage/ Time	depending on the delivery mode selected. Teacher-led collaborative group work or independent.						
educational implications		Time	Teacher Activity	Student Activity					
	Introduction to	20 minutes	Face-to-Face	Face-to-face					
	the lesson		Introduction to the losson	Students hervest ideas on					
			Introduction to the lesson by sharing a	Students harvest ideas on how to deal with the					
			school/classroom scenario	scenario under focus.					
			that requires the						
			application of one or more						
			of the theories in focus						
	Theory X	40 minutes	Panel discussion:	Panel discussion					
			Facilitate the discussion of	Pyramid and panel					
			Facilitate the discussion of Theory X and its school	discussion on Theory X and its school implications					
			implications	its school implications					
	Theory Y	40 minutes	Panel discussion	Panel discussion					
	,		Facilitate the discussion of	Pyramid and panel					
			Theory Y and its school	discussion on Theory Y and					
			implications	its school implications					
	Theory Z	40 minutes	Panel discussion	Panel discussion					
			Facilitate the discussion of Theory Z and its school	Pyramid and panel discussion on Theory Z and					
			implications	its school implications					
	Summary of	30 minutes	Whole class discussion	Whole class discussion					
	theories X, Y, Z.		Facilitate discussion by	Discussion of the group's					
			asking groups to post their	work with the whole class.					
			work on the board and						
			discuss it.						
	Conclusion	10 minutes	Point out key features and	Write the key features and					
			assumptions of each of the	assumptions of each of the					
			three theories of	three theories of					
	· · · ·		administration	administration					
Lesson assessments – evaluation of learning: of,	In-lesson Assessi Outcome 3)	ment (Peer)	Assessment and Group Repo	rt: Assesses Course Learning					
for and as learning within		of group prese	ntation on the differences and	d similarities among the three					
the lesson	Peer assessment of group presentation on the differences and similarities among the three theories of administrations. This will be assessed as part of subject project to be submitted in								
	week 7								
	Assesses the follo								
			y reflects to improve teaching a						
Instructional Resources	•		and Learning (2016). <i>Teaching</i>	5					
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Group work: Professional development</i>								
	guide for tutors. Accra. Ministry of Education (www.t-tel.org)								
	-		and Learning (2016). Creative						
		le for tutors. Ac	cra. Ministry of Education (ww	w.t-tel.org)					
	Mobile phones								
	Laptops Videos from YouT	uhe on feature	s of physical development in m	iddle childhood					
Required Text (core)				review of leadership theories,					
,				al management. Management,					
	5 (1), 6-1	4.							
			and the set of a set of the set o	Dutios of headtaachars of					
	Esia-Donkoh, K. (2	2014). Attaining	educational and school goals:	Duties of field teachers of					
	Esia-Donkoh, K. (2 public basic		-						
	Esia-Donkoh, K. (2 public basic schools in (Ghana. <i>Journal</i>	of Education and Practice, 5 (1)						
Additional Reading List	Esia-Donkoh, K. (2 public basic schools in ((Online), ISSN 222	Ghana. <i>Journal</i> 2-1735 (Paper)	of Education and Practice, 5 (1) URL: http://www.iiste.org.						

	Annoh, K. (2003). Education studies. Kumasi: Payless publications.
	Armstrong, M. (2009). Armstrong handbook of human resource management practice $(11^{th}$
	ed.). London: Kogan Page.
	Bush, T. (2012). Theories of educational leadership and management (4 th ed.). London: SAGE.
	Bush, T. & Bell, L. (2005). The principles and practice of educational management. London:
	Chapman Publishing Ltd.
	Dampson, D.G. (2015). <i>Educational leadership: Theory and practice</i> . Cape Coast: Edsam Publishers.
	Ghana Education Service (2010). <i>Headteachers' handbook</i> . Accra: Ministry of Education.
	Ghana Education Service (2010). <i>School management committee handbook</i> . Accra: Ministry of Education.
	Hoy, W. K. & Miskel, C. G. (2012). <i>Educational administration: Theory, research, and practice</i> (7 th Ed.). New York: McGraw-Hill Book Company
	McGuire, D. (2014). <i>Human resource development</i> (2 nd ed.). London: Sage Publications.
	Middlewood, D., & Lumby, J. (2008). <i>Human resource management in schools and colleges</i> . London: SAGE.
	Northouse, P. G. (2012). Introduction to leadership: Concept and practices. Los Angeles: SAGE.
	Putti, J. M. (2012). <i>Management principles</i> . New Delhi: Macmillan Publishers India Ltd.
	Scott, S., & Bohlander, G. (2013). Managing human resources. Ohio: South-Western Cengage Learning.
	Sidhu, K. S. (2011). School organization and administration. New Delhi: Sterling Publishers Pvt.
	Ltd.
	Transforming Teacher Education and Learning (T-TEL) (2017). National teachers' standards for
	<i>Ghana: Guidelines.</i> Accra: Ministry of Education
CPD needs	Workshop on to demonstrate the different styles of leadership
	the state of the demonstrate the different styles of reducising

Year of B.Ed. 4	Semester 2	Pla	ce of lesso	n in semes	ter 12	345678	9 10 11 12
Title of Lesson	Leadership in inclu	isive Early	grade scho	ols		Lesson Duration	3 Hours
Lesson description	This is the first of two lessons on the topic "Leadership in inclusive Early grade schools". In this lesson, some conceptual issues in leadership will be explored. Major leadership theories (e.g. trait, behavioural, situational) and the forms of Leadership (e.g. transactional, transformational, laissez-faire) will be treated						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been taught the various schools of thought in administration and the theories of leadership						
Possible barriers to learning in the lesson	Cultural practices a	and biase	s against th	e educatio	n of certain ca	ategories of lear	rners.
Lesson Delivery – chosen to support student teachers in achieving the outcomes	[v]	Practical Activity []	Work- Based Learnin g	Semina rs [v]	Independe nt Study [√]	E-learning opportuniti es [v]	Practicum [V]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. The overarching outcome, what you want the student teachers to achieve, serves as a basis for the learning outcomes. An expanded version of the description. Write in full aspects of the	 pair-share, shower thoughts, etc. should be used in facilitating the lesson. E-learning opportunities: Videos from YouTube on misconceptions and barri counselling. Seminars: to generate group and individual creativity, discussion, and reflection; s and/or tutor-led on the use of various learning resources. Independent study: to enable student teachers to engage with relevant issues relate topic. Practicum: working in mixed-ability groups for role play, discussion, and presentations. The overarching outcome of the lesson is to equip student teachers with knowledge how to provide effective leadership in inclusive Early grade schools through the studiapplication of the various concepts and theories. 						ction; student ues related to <u>ntations.</u> owledge about
 NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcome CLO 4. demor knowledge understanding o concept of lead	nstrate and f the	4.1. Expla leade 4.2. Identi	rship	oncept of xplain the	addressing di will these be developed? Communication	core and skills, equity, and versity. How addressed or n skills: tiquing and
	and apply the th and styles of lead in achieving school-community	neories Iership cordial	 4.3. Exp leade discu deme 4.4. Discu qualiti stude exper suppo school 	lain the rship st ss their r rrits. uss the cies that nt riences orted te ol. scuss the a	various yles and nerits and leadership relate to teachers' during aching in	internet for information of to be discussed Creativity and thinking abo applying the of physical de middle classrooms. Equity and inc	r relevant n the themes l in the lesson. d innovation: ut ways of characteristics evelopment in childhood

			sch sch	dteachers of Early grade pols to achieve a cordial pol-community tionship.	considering their background characteristics and abilities.	
Topic Title: Leadership in inclusive Early grade schools	Sub-topic	Stage/ Time		Teaching and learning activities to achieve outcomesdepending on the delivery mode selected. Teacher-led collaborative group work or independent.Teacher ActivityStudent Activity		
	• Conceptual issues in leadership (leadership as a trait, an ability, a skill, a behaviour, a relationship, an influence, definitions and importance of leadership,	60 m	ninutes	Face-to-Face	 Face-to-face Panel discussion on the meaning, differences, and similarities of administration and management. Shower thoughts for the meaning and educational implications of POSDCoRB. Talk for learning approaches on the uniqueness of administration of inclusive Early grade schools. Individual and group powerpoint presentations on barriers to administration of Early grade schools. 	
		40 m	ninutes	Face-to-face Use relevant talk for learning approaches (shower thoughts or whole-class discussion) to elicit ideas from student teachers on the meaning, purpose, and objectives of Guidance and Counselling.	Face-to-face Share your views on the meaning, purpose, and objectives of Guidance and Counselling.	
	Curriculum leadership, Instructional leadership, gender, and leadership,	40 m	ninutes	Face-to-face Use mixed-ability groupings to enable student teachers to discuss the differences and similarities between Guidance and Counselling after which the groups present their findings on a poster.	Face-to-face In your mixed-ability groups, discuss the similarities and differences between Guidance and Counselling and prepare your findings on a poster for presentation to the whole class.	
	differences between leadership and management)	40 m	ninutes	Use tutor-led discussion to identify the trends in the development of Guidance and Counselling in general, and make specific reference to the Ghanaian context.	Listen and contribute to the discussion, and make notes on the history of Guidance and Counselling (including the situation in Ghana). Digital Literacy Surf the internet for information on the history of Guidance and Counselling.	

			Digital Literacy	Summarise the trends of				
			Ask student teachers to search from the	Guidance and Counselling on				
			internet, the trends	a manila card and display them in the lecture room.				
			(history) of Guidance	them in the lecture room.				
			and Counselling. In					
			mixed-ability groups,					
			ask student teachers					
			to list the trends in the					
			development of					
			Guidance and					
			Counselling (including					
			the context of Ghana)					
			on a manila card and					
			display them in the					
		20 minutes	lecture room.	Face to face				
		30 minutes	Face-to-face	Face-to-face Contribute to the discussion				
			Use shower thoughts to elicit views of	on misconceptions and				
			student teachers on	barriers to counselling and				
			misconceptions and	prepare your notes on it.				
			barriers to counselling,	,				
			and cite specific					
			examples from the					
			perspectives of					
			learners from upper					
			primary school					
			settings. Encourage					
			student teachers to put down notes.					
	Conclusion	10 minutes	Review with student	Contribute to the review by				
	Conclusion	Tommutes	teachers, the key	sharing your ideas on what				
			points discussed in the	has been learned.				
			lesson.	For the next lesson, read on				
				principles and types of				
			Ask student teachers	Guidance and Counselling as				
			to read on principles	well as the roles of teachers				
			and types of Guidance	and parents in Guidance and				
			and Counselling.	Counselling for learners in				
			Identify volunteers					
			among the student teachers and ask them	Prepare for the role play.				
			to read and prepare					
			for a role play on the					
			roles of teachers and					
			parents in Guidance					
			and Counselling for					
			learners in upper					
			primary.					
Lesson assessments –	In-lesson Assessmen	it (Peer Asse	essment and Group Repo	ort: Assesses Course Learning				
evaluation of learning: of, for and as learning within the	Outcome 1)	oun precontati	on on the differences and	similarities between Guidance				
lesson	_			of Guidance and Counselling.				
				nitted by the end of Lesson 11.				
	Assesses the following							
				dge, and pedagogical content				
	knowledge for the sch							
	_		rning with small and large					
		ariety of instru	ictional strategies that en	courages student participation				
	and critical thinking.							
	NIS 31: Pays attention	NTS 3f: Pays attention to all learners, especially those with Special Education Needs (SEN)						

	NTS 3m: Identifies and remediates learners' difficulties or misconceptions, referring learners.
Instructional Resources	Transforming Teacher Education and Learning (2016). Teaching and learning materials:Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)Transforming Teacher Education and Learning (2016). Group work: Professionaldevelopment guide for tutors. Accra. Ministry of Education (www.t-tel.org)Transforming Teacher Education and Learning (2016). Creative approaches: Professionaldevelopment guide for tutors. Accra. Ministry of Education (www.t-tel.org)Transforming Teacher Education and Learning (2016). Creative approaches: Professionaldevelopment guide for tutors. Accra. Ministry of Education (www.t-tel.org)Mobile phonesLaptopsVideos from YouTube on features of physical development in middle childhood.
Required Text (core)	Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A review of leadership theories,
	 principles, and styles and their relevance to educational management. <i>Management, 5 (1),</i> 6-14. Esia-Donkoh, K. (2014). Attaining educational and school goals: Duties of headteachers of public basic schools in Ghana. <i>Journal of Education and Practice, 5</i> (1), 64-72. ISSN 2222-288X
	(Online), ISSN 2222-1735 (Paper). URL: http://www.iiste.org.
Additional Reading List	 Achua, C. F., & Lussier, R. N. (2013). Effective leadership. Toronto: South-Western Cengage Learning. Annoh, K. (2003). Education studies. Kumasi: Payless publications. Armstrong, M. (2009). Armstrong handbook of human resource management practice (11th ed.). London: Kogan Page. Bush, T. (2012). Theories of educational leadership and management (4th ed.). London: SAGE. Bush, T. & Bell, L. (2005). The principles and practice of educational management. London: Chapman Publishing Ltd. Dampson, D.G. (2015). Educational leadership: Theory and practice. Cape Coast: Edsam Publishers.
	 Ghana Education Service (2010). <i>Headteachers' handbook</i>. Accra: Ministry of Education. Ghana Education Service (2010). <i>School management committee handbook</i>. Accra: Ministry of Education. Hoy, W. K. & Miskel, C. G. (2012). <i>Educational administration: Theory, research, and practice</i> (7th Ed.). New York: McGraw-Hill Book Company McGuire, D. (2014). <i>Human resource development</i> (2nd ed.). London: Sage Publications. Middlewood, D., & Lumby, J. (2008). <i>Human resource management in schools and colleges</i>. London: SAGE. Northouse, P. G. (2012). <i>Introduction to leadership: Concept and practices</i>. Los Angeles: SAGE.
	 Putti, J. M. (2012). <i>Management principles</i>. New Delhi: Macmillan Publishers India Ltd. Scott, S., & Bohlander, G. (2013). Managing human resources. Ohio: South-Western Cengage Learning. Sidhu, K. S. (2011). <i>School organization and administration</i>. New Delhi: Sterling Publishers Pvt. Ltd. Transforming Teacher Education and Learning (T-TEL) (2017). <i>National teachers' standards for Ghana: Guidelines</i>. Accra: Ministry of Education
CPD needs	Virtual and Practical Opportunities for student teachers to observe and compare leadership
	styles in schools

Year of B.Ed. 4	Semester 2	Place of lesso	n in semes	ster 12	2345 6 78	9 10 11 12		
Title of Lesson	Leadership in inclusive		Lesson Duration	3 Hours				
Lesson description	This is the second of two lessons on the topic "Leadership in inclusive Early grade schools". In this lesson, the sources of leadership power (reward, coercive, expert, referent, legitimate/traditional) and attributes of a good leader will be examined.							
Previous student teacher knowledge, prior learning (assumed)	Poorly motivated student teachers and other handicapping conditions arising from their socio-economic backgrounds.							
Possible barriers to learning in the lesson	Poor conception and understanding of the previous lesson on Leadership in inclusive Early grade schools							
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face Practic [V] Activity []]		Semina rs [√]	Independe nt Study [√]	E-learning opportuniti es [√]	Practicum [√]		
of delivery chosen to support student teachers in achieving the learning outcomes. The overarching outcome, what you want the student teachers to achieve, serves as a basis for the learning outcomes. An expanded version of the description. Write in full aspects of the	pair-share, shower thoughts, etc. should be used in facilitating the lesson. E-learning opportunities: Videos from YouTube on misconceptions and barriers to counselling. Seminars: to generate group and individual creativity, discussion, and reflection; student and/or tutor-led on the use of various learning resources. Independent study: to enable student teachers to engage with relevant issues related to the topic. Practicum: working in mixed-ability groups for role play, discussion, and presentations.							
 NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	 and leadership the 4.2. Identify and explain the theories of leadership. 4.3. Explain the various leadership styles and discuss their merits and demerits. 			Identify which cross-cutting issues – core and transferable skills, inclusivity, equity, and addressing diversity. How will these be addressed or developed? Communication skills: through critiquing and presentations. Digital literacy: Surfing the internet for relevant information on the themes to be discussed in the lesson. Creativity and innovation: thinking about ways of applying the characteristics of physical development in middle childhood classrooms. Equity and inclusivity: using			

				headteachers of Early grade schools to achieve a cordia school-community relationship.				
Topic Title: Leadership in inclusive Early grade schools	Sub-topic	Stage/ Time	1	Teaching and learning activities to achieve outcomesdepending on the delivery mode selected. Teacher-ledcollaborative group work or independent.Teacher ActivityStudent Activity				
	• Leadership Theories (trait,	20 minu 40 minu		Face-to-face Use relevant talk for	 Face-to-face Panel discussion on the meaning, differences, and similarities of administration and management. Shower thoughts for the meaning and educational implications of POSDCoRB. Talk for learning approaches on the uniqueness of administration of inclusive Early grade schools. Individual and group powerpoint presentations on barriers to administration of Early grade schools. Face-to-face Share your views on the 			
	behavioural, situational); Forms of Leadership (transactional, transformation al, laissez- faire);			(shower thoughts or	meaning, purpose, and objectives of Guidance and Counselling.			
		40 minu	tes	groupings to enable student teachers to discuss the differences and similarities	Face-to-face In your mixed-ability groups, discuss the similarities and differences between Guidance and Counselling and prepare your findings on a poster for presentation to the whole class.			
	Attributes of a good leader; Leadership styles and skills;	40 minu	tes	discussion to identify the trends in the development of Guidance and Counselling in general, and make specific reference to the Ghanaian context. Digital Literacy	Listen and contribute to the discussion, and make notes on the history of Guidance and Counselling (including the situation in Ghana). Digital Literacy Surf the internet for information on the history of Guidance and Counselling. Summarise the trends of Guidance and Counselling on a			

			1		
			search from the internet, the trends (history) of Guidance and Counselling. In mixed-ability groups, ask student teachers to list the trends in the development of Guidance and Counselling (including the context of Ghana) on a manila card and display them in the lecture room.	manila card and display them in the lecture room.	
	Attributes of a good leader; Leadership styles and skills;	30 minutes	Face-to-face Use shower thoughts to elicit views of student teachers on misconceptions and barriers to counselling, and cite specific examples from the perspectives of learners from upper primary school settings. Encourage student teachers to put down notes.	Face-to-face Contribute to the discussion on misconceptions and barriers to counselling and prepare your notes on it.	
	Conclusion	10 minutes	Review with student teachers, the key points discussed in the lesson. Ask student teachers to read on principles and types of Guidance and Counselling. Identify volunteers among the student teachers and ask them to read and prepare for a role play on the roles of teachers and parents in Guidance and Counselling for learners in upper primary.	Contribute to the review by sharing your ideas on what has been learned. For the next lesson, read on principles and types of Guidance and Counselling as well as the roles of teachers and parents in Guidance and Counselling for learners in upper primary schools. Prepare for the role play.	
Lesson assessments –	In-lesson Assess	ment (Peer Acc			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	 In-lesson Assessment (Peer Assessment and Group Report: Each Mixed ability/gender groups select one leadership style and its implications for school administration and management. Students draw examples and illustrations from STS experiences. This should be part of subject portfolio. NTS 2c: Has secure content knowledge, pedagogical knowledge, and pedagogical content knowledge for the school and grade they teach. NTS 3d: Manages behaviour and learning with small and large classes. NTS 3e: Employs a variety of instructional strategies that encourages student participation and critical thinking. 				

Instructional Resources	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials:</i> <i>Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Group work: Professional</i>
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). Creative approaches: Professional
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Mobile phones
	Laptops
	Videos from YouTube on features of physical development in middle childhood.
Required Text (core)	Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A review of leadership theories,
	principles, and styles and their relevance to educational management.
	Management, 5 (1), 6-14.
	Esia-Donkoh, K. (2014). Attaining educational and school goals: Duties of headteachers of
	public basic schools in Ghana. Journal of Education and Practice, 5 (1), 64-72. ISSN
	2222-288X (Online), ISSN 2222-1735 (Paper). URL: http://www.iiste.org.
Additional Reading List	Achua, C. F., & Lussier, R. N. (2013). Effective leadership. Toronto: South-Western Cengage
C C	Learning.
	Annoh, K. (2003). Education studies. Kumasi: Payless publications.
	Armstrong, M. (2009). Armstrong handbook of human resource management practice (11 th
	ed.). London: Kogan Page.
	Bush, T. (2012). Theories of educational leadership and management (4 th ed.). London: SAGE.
	Bush, T. & Bell, L. (2005). <i>The principles and practice of educational management</i> . London: Chapman Publishing Ltd.
	Dampson, D.G. (2015). <i>Educational leadership: Theory and practice</i> . Cape Coast: Edsam Publishers.
	Ghana Education Service (2010). Headteachers' handbook. Accra: Ministry of Education.
	Ghana Education Service (2010). <i>School management committee handbook</i> . Accra: Ministry of Education.
	Hoy, W. K. & Miskel, C. G. (2012). <i>Educational administration: Theory, research, and practice</i> (7 th Ed.). New York: McGraw-Hill Book Company
	McGuire, D. (2014). <i>Human resource development</i> (2 nd ed.). London: Sage Publications.
	Middlewood, D., & Lumby, J. (2008). <i>Human resource management in schools and colleges</i> . London: SAGE.
	Northouse, P. G. (2012). Introduction to leadership: Concept and practices. Los Angeles: SAGE.
	Putti, J. M. (2012). Management principles. New Delhi: Macmillan Publishers India Ltd.
	Scott, S., & Bohlander, G. (2013). Managing human resources. Ohio: South-Western Cengage
	Learning.
	Sidhu, K. S. (2011). School organization and administration. New Delhi: Sterling Publishers
	Pvt. Ltd.
	Transforming Teacher Education and Learning (T-TEL) (2017). National teachers' standards
	for Ghana: Guidelines. Accra: Ministry of Education
CPD needs	Using Questioning and downloading relevant short videos to teach biological threats to

Year of B.Ed. 4	Semester	2 Pla	ce of lessor	n in semes	ter 12	345678	9 10 11 12	
Title of Lesson	Communication, decision making and supervision in inclusive Early grade schools					Lesson Duration	3 Hours	
Lesson description	inclusive Early grade schoolsDurationIn this lesson, student teachers will explore ways and channels of communicating in basic schools. The importance of decision making and how to promote teacher participation in decision making will also be examined. Various models and effective ways of supervision in EGE will be discussed drawing on the STS experiences of student teachers. The lesson will be 							
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been involved in STS in difference learning environment since first year and might have therefore observed various school administration and management practices. They might have experienced various modes of communication, supervision in EGE							
Possible barriers to learning in the lesson	Student teache	rs have not	been admi	nistrators	_	before		
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity []	Work- Based Learnin g	Semina rs [√]	Independe nt Study [√]	E-learning opportuniti es [√]	Practicum [V]	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	 Face-to-face: Both teacher and student-led approaches such as discussions of varying kinds should be used. e-learning opportunities: Student teachers will explore and search for information from the internet Seminars: both Individual and group presentation of projects should be encouraged. Practical Activity: Students review work samples of learners and other records to explain progress or barriers to learning 							
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	Exhibit understanding and application of communication, decision-making and supervision in the administration of inclusive basic schools (NTS 1e, 2d, 3f) .							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outco	Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?			
	Exhibit understanding and application of communication, decision-making and supervision in the administration of inclusive basic schools (NTS 1e, 2d, 3f).		 Show a clear understanding of the concepts communication, decision- making, and supervision. Provide evidence that they understand the need for effective communication, decision-making and supervision in inclusive classrooms and schools. Identify the various barriers to effective communication, decision- making and instructional supervision in inclusive 			Students will develop communication and collaboration skills through working in pairs and small groups. critical thinking, personal development and lifelong learning will be developed by examining and interrogating their experiences from STS		

Topic Title:			4. Sho uno stra effo ano inc	ssrooms and schools. ow evidence of derstanding the ategies that promote ective communication d decision-making in lusive classrooms and ools.	tivities to achieve outcomes				
Topic file.	Sub-topic Stag Time			Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher- led collaborative group work or independent.					
Communication, decision making and supervision in inclusive Early grade schools	Introduction	and the 20 minutes ication 30 minutes nels of ication and						Teacher ActivityFace-to-face:ExplorestudentteachersexperiencesduringSTSoncommunicationcommunicationandsupervisioninthroughquestions	Student Activity Student teachers provide responses by sharing their experiences during STS
	Meaning and the need for effective communication							Think-pair-share: Guide students to think-pair and share their understanding of communication. Use webbing to organise information provided by students	Student teachers think-pair and share information on meaning of effective communication in schools.
	Processes, types and channels of communication Barriers and guide to effective communication			Lecturette and Group work: Provide a brief overview of topics and put students into mixed gender groups of between 3 to 5 and guide them search for information on processes, channels and barriers to communication using phones. Let students do a brief presentation and summarise presentation	Students work in their groups on various topics and present to class for discussion drawing from their STS experiences.				
	Meaning and importance of decision making	20 mi	inutes	Pyramid Discussion: Through questions guide student teachers to share the meaning and write down one importance of decision making. Individuals should write and compare with colleagues in a pyramid fashion until there are two big groups.	Student should draw on their STS experiences to come up with meaning and importance od decision making in a pyramid fashion and share with class.				

	Effective	40 minutes	Information generated should be shared with class.	Share STS experiences
	effective ways to involve teachers in decision- making	40 minutes	Lecturette and concepts maps: Let students share their STS observation on how heads involved teachers on decision making. Lead a discussion on how school administrators can effectively involve teachers in decision making. Organise information provided with concept maps	Share STS experiences teacher participation in decision making and effectively this can be done.
	Meaning and the need for supervision	10 minutes	Lecturette and Discussion: From students' STS experiences, guide them to explain supervision. Let them think-pair and share their thoughts	Student think-pair and share their experiences and meaning of school supervision.
	Types and models of supervision, with emphasis on clinical supervision	40 minutes	Group work: Put students into gender mixed groups to explore the various a models and types of supervision. Guide them to develop a matrix of these with their unique features or characteristics.	Students work in their groups to develop a matrix of the types and models of supervision assigned for them to work on.
		10 minutes	Conclusion and Summary: Summarise lesson and give an assignment for students to work on and present the following week.	Student work on assignment and present during the next lesson.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson		on their exp	eriences and observation	ons on communication and his should be part of subject
Instructional Resources	Projectors, mobile			
Required Text (core)	and styles and the Hoy, W. K. & Miske (7 th Ed.). New York Esia-Donkoh, K. (20	ir relevance to e el, C. G. (2012). <i>E</i> : McGraw-Hill Be 014). Attaining e Is in Ghana. <i>Jou</i> N 2222-1735 (Pa	ducational management. A Educational administration ook Company. ducational and school goal rnal of Education and Prac	Eleadership theories, principles Management, 5 (1), 6-14. Theory, research and practice S: Duties of headteachers of tice, 5 (1), 64-72. ISSN 2222-

	Education Service (2010). <i>Headteachers' handbook</i> . Accra: Ministry of Education. Education Service (2010). <i>School management committee handbook</i> . Accra: Ministry of Education.
Additional Reading List	 Achua, C. F., & Lussier, R. N. (2013). Effective leadership. Toronto: South-Western Cengage Learning. K. (2003). Education studies. Kumasi: Payless publications. ng, M. (2009). Armstrong handbook of human resource management practice (11th ed.). London: Kogan Page. (2012). Theories of educational leadership and management (4th ed.). London: SAGE. & Bell, L. (2005). The principles and practice of educational management. London: Chapman Publishing Ltd. & Middlewood, D. (2006). Management of people in education. London: Paul Chapman Publishing Ltd.
CPD needs	Types and models of effective supervision in schools; clinical supervision

Year of B.Ed. 4	Semester	2	Place of lesso	on in semes	ter 12	34567 8 9	9 10 11 12
Title of Lesson	Roles and re in Ghana	sponsibilitie	s of educatio	nal agencie	s and bodies	Lesson Duration	3 Hours
Lesson description	The lesson s in the adm institutions Various tead	The lesson seeks to expose students to the role and responsibilities of government agencies in the administration and supervision of teachers in Ghana. The functions of these institutions and roles they play in teacher appraisals and supervision will be discussed. Various teaching techniques and assessment practices will be employed to enable student teachers understand the role they play in the broad scheme of things.					
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning	Students are of school so opportunity	e familiar wi upervision i observe the	th the some n Ghana. Du ir activities ir	of the gove uring STS ir their vario	rnmental bod n schools, the us schools of p	lies and institut ey might have	also had the
in the lesson	institutions	in their scho	ols of practic	e.			
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [√]	Practical Activity []	Work- Based Learning	Seminar s [√]	Independe nt Study [√]	E-learning opportuniti es	Practicum [√]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Both teacher and student-led approaches such as discussions of varying kinds should be used. e-learning opportunities: Student teachers will explore and search for information from the internet Seminars: both Individual and group presentation of projects should be encouraged. Practical Activity: Students review work samples of learners and other records to explain						
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	progress or barriers to learning. Demonstrate knowledge and understanding of the roles, responsibilities and functions of various government bodies and institutions in school administration and supervision. NTS 1c, d, e; 2a						
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Ou	tcomes	Learn	ing Indicato		Identify which issues – transferable inclusivity, addressing di will these be developed?	core and skills, equity and versity. How
	Demonstrat knowledge understandi roles, res and functior government institutions administrati supervision. e; 2a	and ng of the ponsibilities ns of various bodies and in school on and	respo SMC, NTC e 2. Exam the G MOE 3. Exam	ine the fund ES, SMC, PT , NIB, NTC e ine the crite aising teach	and f GES, , MOE, NIB, ctions of FA, DEOC, tc eria for ers in basic	Students will de communication collaboration sl through workin pairs and small critical thinking development a learning will be examining and their experience	and kills g in groups. , personal nd lifelong developed by interrogating

Topic Title:	Sub-topic	opic Stage/ Time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.			
			Teacher Activity	Student Activity		
Role and responsibilities of educational agencies and bodies in Ghana	Introduction	10 minutes	Through questions, review previous lesson and select individuals to present assignment on reflections	Student present their reflections for students to make inputs or ask questions		
	Role of GES, SMC, PTA, DEOC, MOE, NGOS, National Inspectorate Board, National Teaching Council in the supervision and administratio n of inclusive basic schools	70 minutes	Lecturette and Group work: Provide a brief overview on government institutions and other supervisory bodies in education. Group students by month or day of birth etc. and guide them to select one institution and thoroughly examine their roles, responsibilities, functions and the challenges they face; Ministry of Education, Ghana Education Service, National Inspectorate Board, National Teaching Council, National Council for Curriculum and Assessment, Parent Teacher Associations etc.	Student work on selected institution in groups and make power point presentations.		
			Guide students to do a presentation on of their findings			
	Criteria for appraising teachers	30 minutes	Lecturette and Discussion: Lead discussion on what appraisal is using probing questions and the relevance of appraisal of teachers.	Student participate in discussion and provide relevant responses.		
			Guide students to identify the criteria for appraisal of teachers and discuss. Use webbing or concept maps to organise information generated.			
		20	Find out from students which other criteria they would suggest as additions for a more comprehensive appraisal to be done.			
	Challenges of supervision in inclusive Early grade schools.	30 minutes	Think-pair-share and Dimond nine: Through probing questions guide students to identify the challenges of supervision in basic schools in Ghana. Let them identify individually and share with peers.	Student work in pairs to identify challenges confronting supervision. They should work in		
			Guide students to organise the information and help them prioritise them from	whole class discussion prioritise them and provide solutions to them.		

			2	
			those that require agent attention to the least.	
			Let students work in pairs to proffer solutions to these	
			challenges.	
			Organise information provided using a matrix	
	Ministries and Agencies that provide services to	30 minutes	Lecturette and group work: Introduce students to some agencies and NGOs supporting and providing	Student participate in indentifying agencies and NGOs and the kinds
	the disabled		services for the disable. Discuss with students their focus and what other services require support from institutions	of support provided.
			Conclusion and Summary: Summarise lesson and guide students to polish presentation done in lesson by incooperating suggestions	Student work on assignment and present before next lesson.
Lesson assessments –	Formative Asse	ssment: In lesso		
evaluation of learning: of, for			pilities and functions of various ins	stitutions and agencies.
and as learning within the				dire ageneres.
lesson				
Instructional Resources	Projectors, mob	ile phones		
Instructional Resources Required Text (core)	Amanchukwu, princi <i>Mana</i>	R. N., Stanley, G. ples and styles gement, 5 (1), 6-		ducational management.
	Amanchukwu, princij <i>Mana</i> Hoy, W. K. & Mi (7 th Ec	R. N., Stanley, G. ples and style: <i>gement, 5 (1),</i> 6- skel, C. G. (2012) I.). New York: Mc	s and their relevance to ec 14. . <i>Educational administration: Theo</i> :Graw-Hill Book Company.	ducational management.
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	Amanchukwu, princij <i>Mana</i> Hoy, W. K. & Mii (7 th Ec Esia-Donkoh, K. public ISSN 2 Ghana Educati Ghana Educati	R. N., Stanley, G. ples and style: <i>gement, 5 (1)</i> , 6- skel, C. G. (2012) 1.). New York: Mc (2014). Attaining basic schools in 2222-288X (Onlin on Service (2010)	s and their relevance to ed 14. . Educational administration: Theo :Graw-Hill Book Company. g educational and school goals: Du Ghana. Journal of Education and e), ISSN 2222-1735 (Paper). URL: H	ducational management. ory, research and practice uties of headteachers of Practice, 5 (1), 64-72. http://www.iiste.org. Ministry of Education.
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Required Text (core)	Amanchukwu, princij <i>Mana</i> Hoy, W. K. & Mii (7 th Ec Esia-Donkoh, K. public ISSN 2 Ghana Educati Ghana Educati Ghana Educati Minist Achua Cenga Annoh, K. (200	R. N., Stanley, G. ples and styles gement, 5 (1), 6- skel, C. G. (2012) d.). New York: Mc (2014). Attaining basic schools in 2222-288X (Onlin on Service (2010) ion S	s and their relevance to ed 14. . Educational administration: Theo Graw-Hill Book Company. g educational and school goals: Du Ghana. Journal of Education and e), ISSN 2222-1735 (Paper). URL: H). Headteachers' handbook. Accra: 10). School management com , R. N. (2013). Effective leadership dies. Kumasi: Payless publications	ducational management. ory, research and practice uties of headteachers of Practice, 5 (1), 64-72. http://www.iiste.org. Ministry of Education. mittee handbook. Accra: D. Toronto: South-Western
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Year of B.Ed. 4	Semeste	r 2	Place of le	sson in semes	ster 12	2345678) 10 11 12
Title of Lesson	School climate	e and school-co		Lesson Duration	3 Hours		
Lesson Description	community re ways of prom school. Experi differentiated	his lesson seeks to provide opportunities for students to discourse the need for school community relationship, the various types, how to promote school-community relationship ar vays of promoting such a relationship, leveraging on it for the benefit of the development of th chool. Experiences of students during STS will be drawn on to enrich the discourse throug lifferentiated instructional techniques and assessment procedures such as group presentation banel and pyramid discussions, think-pair-share amongst others.					
Previous student teacher knowledge, prior learning (assumed) Possible barriers to	schools of pra	tudents just came back from STS and would have observed the interactions between their chools of practice and the surrounding communities.					
learning in the lesson		volvement in s	chool activity	y may be abse	nt as a result	may not be able	
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity	Work- Based Learning	Seminars [√]	Independe nt Study [√]	E-learning opportuniti es [√]	Practicum [√]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome,	 Face-to-face: Both teacher and student-led approaches such as discussions of varying kinds should be used. e-learning opportunities: Student teachers will explore and search for information from the internet Seminars: both Individual and group presentation of projects should be encouraged. Practical Activity: Students review work samples of learners and other records to explain progress or barriers to learning. Exhibit knowledge and understanding of school climate and school-community partnership (NTS) 						tion from the plain
what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	1e, 1f, 1g, 2f, 3	-	erstanding of	school clima	te and school	-community pa	rtnersnip (NTS
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators 	Learning Outo	omes	Lea	rning Indicato	ors	addressing d	core and skills, equity and
for each learning outcome	Exhibit knowle understanding climate and so community pa 1e, 1f, 1g, 2f, S	g of school chool- artnership (NT S	S 2. Provi unde impo	v evidence of erstanding of t clusive school its types. de a clear evic erstanding of t ortance and de hool climate.	climate dence of he	-	n and kills Igroups. g, personal and lifelong e developed by I interrogating

			 Provide evidence of understanding of the meaning, types and principles of school-community partnership. Show a clear understanding of the need for effective school- community partnership and ways to achieve it. 	
Topic Title:	Sub-topic	Stage/ Time	Teaching and learning activiti depending on the delivery mo collaborative group work or i	ode selected. Teacher-led
			Teacher Activity	Student Activity
School climate and school-community partnership I	Introduction	10 minutes	Through questions guide students to reflect on their experiences in their schools of practice and to conceptualise what is meant by school climate	Student present their reflections for students to make inputs or ask questions
	Meaning and types of inclusive school climate	30 minutes	Discussion: Led discussion through probing questions for students to explain the observations in their schools of practice and what and how they considered the climate in their schools. From their shared observations, let students individually think-pair and share what school climate is. Let them compare with literature online or in textbooks	Students participate in discussion and share their observation and experiences during STS. Students share their understanding of what school climate is.
	Determinants and importance of school climate	20 minutes	Panel and Pyramid Discussion: Put students into panels or pairs to identify the determinants of school climate. Let them think-pair and share the importance of developing a healthy school climate that facilitates teaching and learning in basic schools	Students take part in discussions by sharing information on determinants identifies and the importance of a healthy school climate.
	Meaning, types and principles of school-community relationship	50 minutes	Lecturette and group work: Through questions explore students' experiences and observations on relationship between their schools of practice and surrounding communities during STS. Guide students to use their phones to search for types of relationship and their characteristics	Students participate in discussions by sharing experiences from STS. Students search the internet for information and share with whole class

	The need for	60 minutes	Locturatto and Dahata	
	The need for effective	60 minutes	Lecturette and Debate: Provide a brief over view of	Select students to represent
	relationship		discussion far and divide the	two sides in debate.
	between basic		class into two groups. Guide	two sides in debate.
	schools and the		the two groups to select	
	community		students to represent them	
	community		in a debate on the need for	
			an effective school-	
			community relationship	
			since some have argued that	
			some communities	
			unnecessarily interfere in	
			school activities.	
			Let one argue for and the	
			other against the motion	
		10 minutes	Summary and conclusion	
			Summarise information	Students representing
			provided by both sides using	groups present final write up
			concept maps or webs.	to be assessed.
Lesson assessments –	Formative Assessmer	nt: In lesson As	sessment	
evaluation of learning: of, for and as learning within the lesson			p for assessment. This should be	e part of subject portfolio
Instructional Resources	Projectors, mobile ph	ones		
Required Text (core)	Amanchukwu R N	Stanley G L	$\frac{9}{10}$	
				eview of leadership theories
- 1			heir relevance to educational i	review of leadership theories, management. <i>Management, 5</i>
- 1 ()	principles an <i>(1),</i> 6-14.	d styles and t	heir relevance to educational i	management. Management, 5
- 1	principles an <i>(1),</i> 6-14. Hoy, W. K. & Miskel, C	d styles and t C. G. (2012). <i>Ea</i>	heir relevance to educational i	management. Management, 5
- 1	principles an <i>(1),</i> 6-14. Hoy, W. K. & Miskel, C Ed.). New Yor	d styles and t C. G. (2012). <i>Ec</i> rk: McGraw-Hi	heir relevance to educational i <i>lucational administration: Theor</i> II Book Company.	management. <i>Management, 5</i> y, research and practice (7 th
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	principles an (1), 6-14. Hoy, W. K. & Miskel, C Ed.). New You Esia-Donkoh, K. (2014 basic schools (Online), ISSN http://www.iis Ghana Education Serv Ghana Education Serv Education. Achua, C. F. Cengage Lear Annoh, K. (2003). Educ	d styles and t C. G. (2012). Ec rk: McGraw-Hi J). Attaining di in Ghana. Jou V 2222-1735 (P ste.org. ice (2010). Heu vice (2010). S , & Lussier, rning. cation studies.	heir relevance to educational in lucational administration: Theor II Book Company. ucational and school goals: Duti urnal of Education and Practice, raper). URL: adteachers' handbook. Accra: M chool management committee R. N. (2013). Effective leaders	management. <i>Management, 5</i> <i>y, research and practice</i> (7 th es of headteachers of public <i>5</i> (1), 64-72. ISSN 2222-288X inistry of Education. <i>handbook</i> . Accra: Ministry of <i>ship</i> . Toronto: South-Western
	principles an (1), 6-14. Hoy, W. K. & Miskel, C Ed.). New You Esia-Donkoh, K. (2014 basic schools (Online), ISSN http://www.iis Ghana Education Serv Ghana Education Serv Ghana Education Serv Education. Achua, C. F. Cengage Lear Annoh, K. (2003). Educ Armstrong, M. (2009) London: Koga	d styles and t C. G. (2012). Ec rk: McGraw-Hi J). Attaining ed in Ghana. Jou V 2222-1735 (P ste.org. rice (2010). Hea vice (2010). S , & Lussier, rning. cation studies. J. Armstrong h an Page.	heir relevance to educational a lucational administration: Theor II Book Company. ucational and school goals: Duti urnal of Education and Practice, raper). URL: adteachers' handbook. Accra: M chool management committee R. N. (2013). Effective leaders Kumasi: Payless publications. andbook of human resource m	management. <i>Management, 5</i> y, research and practice (7 th es of headteachers of public 5 (1), 64-72. ISSN 2222-288X inistry of Education. handbook. Accra: Ministry of ship. Toronto: South-Western anagement practice (11 th ed.).
	principles an (1), 6-14. Hoy, W. K. & Miskel, C Ed.). New You Esia-Donkoh, K. (2014 basic schools (Online), ISSN http://www.iis Ghana Education Serv Ghana Education Serv Ghana Education Serv Education. Achua, C. F. Cengage Lean Annoh, K. (2003). Educ Armstrong, M. (2009) London: Koga Bush, T. (2012). Theor	d styles and t C. G. (2012). Ec rk: McGraw-Hi J). Attaining ed in Ghana. Jou V 2222-1735 (P ste.org. rice (2010). Hea vice (2010). S r, & Lussier, rning. cation studies. J. Armstrong h an Page. ries of educatio	heir relevance to educational in lucational administration: Theor II Book Company. ucational and school goals: Duti urnal of Education and Practice, 'aper). URL: adteachers' handbook. Accra: M chool management committee R. N. (2013). Effective leaders Kumasi: Payless publications. andbook of human resource m nal leadership and managemen	management. <i>Management, 5</i> y, research and practice (7 th es of headteachers of public 5 (1), 64-72. ISSN 2222-288X inistry of Education. handbook. Accra: Ministry of ship. Toronto: South-Western anagement practice (11 th ed.). t (4 th ed.). London: SAGE.
	principles an (1), 6-14. Hoy, W. K. & Miskel, C Ed.). New You Esia-Donkoh, K. (2014 basic schools (Online), ISSN http://www.iis Ghana Education Serv Ghana Education Serv Ghana Education Serv Education. Achua, C. F. Cengage Lean Annoh, K. (2003). Educ Armstrong, M. (2009) London: Koga Bush, T. (2012). Theor Bush, T. & Bell, L. (d styles and t C. G. (2012). Ea rk: McGraw-Hi)). Attaining ed in Ghana. Jou N 2222-1735 (P ste.org. ice (2010). Hea vice (2010). S r, & Lussier, rning. cation studies.). Armstrong h an Page. ies of educatio 2005). The pr	heir relevance to educational a lucational administration: Theor II Book Company. ucational and school goals: Duti urnal of Education and Practice, raper). URL: adteachers' handbook. Accra: M chool management committee R. N. (2013). Effective leaders Kumasi: Payless publications. andbook of human resource m	management. <i>Management, 5</i> y, research and practice (7 th es of headteachers of public 5 (1), 64-72. ISSN 2222-288X inistry of Education. handbook. Accra: Ministry of ship. Toronto: South-Western anagement practice (11 th ed.). t (4 th ed.). London: SAGE.
	principles an (1), 6-14. Hoy, W. K. & Miskel, C Ed.). New You Esia-Donkoh, K. (2014 basic schools (Online), ISSN http://www.iis Ghana Education Serv Ghana Education Serv Ghana Education Serv Education. Achua, C. F. Cengage Lean Annoh, K. (2003). Educ Armstrong, M. (2009) London: Koga Bush, T. (2012). Theor Bush, T. & Bell, L. (Chapman Pul	d styles and t C. G. (2012). Ea rk: McGraw-Hi)). Attaining ed in Ghana. Jou N 2222-1735 (P ste.org. ice (2010). Hea vice (2010). S r, & Lussier, rning. cation studies.). Armstrong h an Page. ies of educatio 2005). The pr blishing Ltd.	heir relevance to educational a lucational administration: Theor II Book Company. ucational and school goals: Duti urnal of Education and Practice, l'aper). URL: adteachers' handbook. Accra: M chool management committee R. N. (2013). Effective leaders Kumasi: Payless publications. andbook of human resource m nal leadership and managemen inciples and practice of educo	management. <i>Management, 5</i> y, research and practice (7 th es of headteachers of public 5 (1), 64-72. ISSN 2222-288X inistry of Education. handbook. Accra: Ministry of ship. Toronto: South-Western anagement practice (11 th ed.). t (4 th ed.). London: SAGE. tional management. London:
	principles an (1), 6-14. Hoy, W. K. & Miskel, C Ed.). New Yor Esia-Donkoh, K. (2014 basic schools (Online), ISSN http://www.iis Ghana Education Serv Ghana Education Serv Ghana Education Serv Education. Achua, C. F. Cengage Lear Annoh, K. (2003). Educ Armstrong, M. (2009) London: Koga Bush, T. (2012). Theor Bush, T. & Bell, L. (Chapman Pul Bush, T. & Middlewoo	d styles and t C. G. (2012). Ea rk: McGraw-Hi)). Attaining ed in Ghana. Jou V 2222-1735 (P ste.org. ice (2010). Hea vice (2010). S , & Lussier, rning. cation studies.). Armstrong h an Page. ies of educatio 2005). The pr blishing Ltd. od, D. (2006).	heir relevance to educational in lucational administration: Theor II Book Company. ucational and school goals: Duti urnal of Education and Practice, 'aper). URL: adteachers' handbook. Accra: M chool management committee R. N. (2013). Effective leaders Kumasi: Payless publications. andbook of human resource m nal leadership and managemen	management. <i>Management, 5</i> y, research and practice (7 th es of headteachers of public 5 (1), 64-72. ISSN 2222-288X inistry of Education. handbook. Accra: Ministry of ship. Toronto: South-Western anagement practice (11 th ed.). t (4 th ed.). London: SAGE. tional management. London:
	principles an (1), 6-14. Hoy, W. K. & Miskel, C Ed.). New Yor Esia-Donkoh, K. (2014 basic schools (Online), ISSN http://www.iis Ghana Education Serv Ghana Education Serv Ghana Education Serv Education. Achua, C. F. Cengage Lear Annoh, K. (2003). Educ Armstrong, M. (2009) London: Koga Bush, T. (2012). Theor Bush, T. & Bell, L. (Chapman Pul Bush, T. & Middlewoo Publishing Lto	d styles and t C. G. (2012). Ea rk: McGraw-Hi J). Attaining ed in Ghana. Jou V 2222-1735 (P ste.org. ice (2010). Hea vice (2010). S cation studies. A Kussier, rning. cation studies. A Armstrong h an Page. ies of educatio 2005). The pr blishing Ltd. od, D. (2006). d.	heir relevance to educational a lucational administration: Theor II Book Company. ucational and school goals: Duti urnal of Education and Practice, l'aper). URL: adteachers' handbook. Accra: M chool management committee R. N. (2013). Effective leaders Kumasi: Payless publications. andbook of human resource m nal leadership and managemen inciples and practice of educo	management. <i>Management, 5</i> y, research and practice (7 th es of headteachers of public 5 (1), 64-72. ISSN 2222-288X inistry of Education. <i>handbook</i> . Accra: Ministry of ship. Toronto: South-Western anagement practice (11 th ed.). t (4 th ed.). London: SAGE. attional management. London: cation. London: Paul Chapman

Year of B.Ed. 4	Semester	2	Place of le	sson in semes	ter 12	3456789	10 11 12
Title of Lesson	School clim	nate and sch	iool-commun	ity partnership)	Lesson Duration	3 Hours
Lesson Description	schools, th platforms Experience differentia	This lesson seeks to provide opportunities for students to discuss how conflicts arise schools, the importance of conflicts and how they can be resolved. It will further provid platforms to deliberate on roles of government institutions in fostering school-communit Experiences of students during STS will be drawn on to enrich the discourse throug differentiated instructional techniques and assessment procedures such as group presentations, panel and pyramid discussions, think-pair-share amongst others.					
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning	schools of Large class	Students just came back from STS and would have observed the interactions between their schools of practice and the surrounding communities.					
in the lesson				chool activity ie relationship	•	nt as a result m	ay not be able
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Independe	E-learning	Practicum
support student teachers in achieving the outcomes	face [√]	Activity []	Based Learning	[V]	nt Study [√]	opportuniti es [√]	[v]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	should be e-learning internet Seminars: Practical A progress o Exhibit kno (NTS 1e, 1	Face-to-face: Both teacher and student-led approaches such as discussions of varying kinds should be used. e-learning opportunities: Student teachers will explore and search for information from the					ation from the raged. to explain ity partnership
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning O			rning Indicato		••	core and skills, equity and iversity. How
	understand climate and community	owledge and ding of scho d school- y partnershi f, 1g, 2f, 3h,	ol applicat strategi p delegati conflicts schools 2. Provi underst GES, SM PTA, in	onstrate a clea ion of the app es for effective on and handli s in inclusive b and the comm de a clear evid anding of the IC, Board of G fostering cordi hool-commun ship.	ropriate eng of asic nunity. ence of role of overnors, ial inclusive		n and kills ng in I groups. g, personal and lifelong e developed by I interrogating

Topic Title:	Sub-topic	Stage/	Teaching and learning activiti depending on the delivery mo	ode selected. Teacher-led
		Time	collaborative group work or in Teacher Activity	ndependent. Student Activity
School climate and school- community partnership II	Introduction		Through questions guide students to reflect on their experiences in their schools of practice on how conflicts were resolved by heads of schools	Student present their reflections for students to make inputs or ask questions
	Effective delegation and handling of conflict issues in inclusive Early grade schools.		Discussion: Through questions guide students to share experiences and observations on conflicts in between their schools of practice and community. Organise information using concepts maps	Student participate in discussion by sharing their STS experiences. Searching for and sharing information.
			Let them share information on how heads of the schools resolved the conflicts	
			In pairs, let students and identify and explain the effects of conflict between school s and communities	Students work in pairs and share information derived.
	Role of GES, SMC, PTA, GES, DEOC, MOE, NGOs in fostering cordial school- community partnership.		Group work: Put students into mixed gender or mixed ability groups. Share institutions amongst them to discuss their role in promoting cordial school-community relationship.	Students work in assigned groups on various institutions and how they support schools and communities.
	purchership		Guide groups to present reports for peers to ask questions	Student present report and answer questions from peers.
			Summary and conclusion Provide summary and ask students to refine reports for submission	Students refine reports and submit
Lesson assessments – evaluation of learning: of, for and as learning within the lesson			esson Assessment ort for assessment	L
Instructional Resources	Projectors, mobi	le phones		
Required Text (core)	principle 5 (1), 6- Hoy, W. K. & Mis (7 th Ed.) Esia-Donkoh, K. (public b 2222-28	es and styles 14. kel, C. G. (20 . New York: 2014). Attai asic schools 88X (Online),	, G. J., & Ololube, N. P. (2015). A s and their relevance to education D12). Educational administration: McGraw-Hill Book Company. ning educational and school goals in Ghana. Journal of Education a , ISSN 2222-1735 (Paper). URL: htt 10). Headteachers' handbook. Acc	al management. <i>Management,</i> <i>Theory, research and practice</i> : Duties of headteachers of <i>nd Practice, 5</i> (1), 64-72. ISSN p://www.iiste.org.

	Ghana Education Service (2010). <i>School management committee handbook</i> . Accra: Ministry of Education.
Additional Reading List	 Achua, C. F., & Lussier, R. N. (2013). Effective leadership. Toronto: South-Western Cengage Learning. Annoh, K. (2003). Education studies. Kumasi: Payless publications. Armstrong, M. (2009). Armstrong handbook of human resource management practice (11th ed.). London: Kogan Page. Bush, T. (2012). Theories of educational leadership and management (4th ed.). London: SAGE. Bush, T. & Bell, L. (2005). The principles and practice of educational management. London: Chapman Publishing Ltd. Bush, T. & Middlewood, D. (2006). Management of people in education. London: Paul Chapman Publishing Ltd.
CPD needs	Types and models of effective supervision in schools; clinical supervision

Year of B.Ed. 4	Semester	2	Place of lesso	n in semes	ter 12	3456789	10 11 12	
Title of Lesson	Contemporar	y issues in ba	sic school admi	nistration	I	Lesson Duration	3 Hours	
Lesson Description	teacher educ exams, the ir Experiences differentiated presentations	This lesson seeks to provide opportunities for students to discuss some contemporary issues in teacher education front in Ghana such as the National Teaching Standards, the licensing exams, the induction and portfolio development and assessment during the induction period. Experiences of students during STS will be drawn on to enrich the discourse through differentiated instructional techniques and assessment procedures such as group presentations, panel and pyramid discussions, think-pair-share amongst others.						
Previous student teacher knowledge, prior learning						understanding also familiar v		
(assumed)	development	-		unen do			nui portiono	
Possible barriers to								
learning in the lesson Lesson Delivery – chosen	Face-to-	Practical	Work-Based	Semina	Independe	E-learning	Practicum	
to support student	face [V]	Activity	Learning	rs	nt Study	opportuniti	[v]	
teachers in achieving the		[]	0	[\]	[v]	es		
outcomes						[\]		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	 Face-to-face: Both teacher and student-led approaches such as discussions of varying kinds should be used. e-learning opportunities: Student teachers will explore and search for information from the internet Seminars: both Individual and group presentation of projects should be encouraged. Practical Activity: Students review work samples of learners and other records to explain 							
-	progress or b							
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	role models i	n the school a	nd community	(NTS 1c, 1	d, 1f, 1g, 2a, 2			
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Out	comes	Learnii	ng Indicato		Identify which issues – transferable inclusivity, addressing di will these be developed?	core and skills, equity and versity. How	
	Demonstrate understandin professional values th teachers as models in th community (I 1g, 2a, 2c, 3n	g o ethics and at portra good rold ie school and NTS 1c, 1d, 1f	f Teachers' s d to their exp y 2. Show e understand d could becc	Standards beriences. v evide ing of ho ome good	that relate ence of w teachers models in unity.	Students will de communication collaboration sl through workin pairs and small critical thinking development a learning will be examining and their experienc	a and kills g in groups. , personal nd lifelong developed by interrogating	

Topic Title:	Sub-topic	Stage/ Time	Teaching and learning activities to depending on the delivery mode collaborative group work or indep	e selected. Teacher-led		
			Teacher Activity	Student Activity		
Contemporary issues in basic school administration	Introduction		Review student teachers' knowledge on the NTS and their domains.	Students participate in discussions through contributions		
	21 st Century teaching skills		 Lecturette and independent learning: Provide a brief overview of what the 21st century skills are. Guide students to work in groups to identify 21st Century teaching skills and how they can be developed through teaching using power point. 	Students work in groups to search for information and present.		
	Professional standards (National Teachers' Standards for Ghana), and Code of Ethics, including Gender and SEND		Get a resource person from the Education office to speak on the professional standards, code of ethics, gender and SEND issues. Resource person should also explain progression and promotion of teachers in GES and expectations	Students participate through questions and contributions		
	Licensing of teachers by the National Teaching Council		Get a resources person or personnel with in-depth knowledge on teachers licensing exams, its purpose, importance and implications; induction period and portfolio development for assessment	Students participate through questions and contributions		
	Professional development		Student led discussion on the need for teachers continuing professional development and lifelong learning. Lead discussion on how to address burnout within the first few years to avoid early career turnover.	Other peers participate through questions and contributions.		
			Summary and conclusion: Summarise lesson and let students revise write up on 21 st century skills for submission	Students revise write by in cooperating contributions for submission		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson		riteup o	esson Assessment n 21 st century skills and how the t of subject portfolio.	ey can be developed through		
Instructional Resources	Projectors, mobile p	ohones				
Required Text (core)	principles <i>5 (1),</i> 6-14 Hoy, W. K. & Miske	and style I. el, C. G. (2	ey, G. J., & Ololube, N. P. (2015). A es and their relevance to education 2012). <i>Educational administration: T.</i> : McGraw-Hill Book Company.	al management. Management,		

	 Esia-Donkoh, K. (2014). Attaining educational and school goals: Duties of headteachers of public basic schools in Ghana. <i>Journal of Education and Practice, 5</i> (1), 64-72. ISSN 2222-288X (Online), ISSN 2222-1735 (Paper). URL: ://www.iiste.org. Ghana Education Service (2010). <i>Headteachers' handbook</i>. Accra: Ministry of Education. Ghana Education Service (2010). <i>School management committee handbook</i>. Accra: Ministry of Education.
Additional Reading List	 Achua, C. F., & Lussier, R. N. (2013). Effective leadership. Toronto: South-Western Cengage Learning. Annoh, K. (2003). Education studies. Kumasi: Payless publications. Armstrong, M. (2009). Armstrong handbook of human resource management practice (11th ed.). London: Kogan Page. Bush, T. (2012). Theories of educational leadership and management (4th ed.). London: SAGE. Bush, T. & Bell, L. (2005). The principles and practice of educational management. London: Chapman Publishing Ltd. Bush, T. & Middlewood, D. (2006). Management of people in education. London: Paul Chapman Publishing Ltd.
CPD needs	Ghana Teacher Licensing exams and portfolio development and assessment during the induction period.

Year of B.Ed. 4	Semeste	r 2	Place of	f lesson in se	mester 1	23456789	10 11 12
Title of Lesson	Contempo	orary issues	in basic scho	ool administr	ation I	Lesson Duration	3 Hours
Lesson Description	in teache exams, th Experienc differentia	r education e induction es of stude ated instru	front in Ghand portfolioners during ctional tec	ana such as o developme STS will be hniques an	the National Te ent and assessme e drawn on to d assessment	cuss some conter aching Standards ent during the inc enrich the disco procedures suc amongst others.	, the licensing luction period. ourse through
Previous student teacher knowledge, prior learning (assumed) Possible barriers to	_	Teaching St	•		-	od understanding I also familiar v	-
learning in the lesson			· · ·			1	
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [V]	Practical Activity []	Work- Based Learning	Seminars [√]	Independent Study [√]	E-learning opportunities [√]	Practicum [V]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the	should be e-learning internet Seminars Practical A progress of Demonstr	used. g opportunit : both Individ Activity: Stud or barriers to rate underst	ties: Studen dual and gro dents review b learning. anding of pr	t teachers w up presenta v work samp rofessional e	ill explore and s tion of projects s les of learners ar	s discussions of va earch for informa should be encoura nd other records t s that portray tea a, 2c , 3n , 3o).	ation from the aged. o explain
 NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning	Outcomes		Learning Ind	icators	Identify which issues – transferable inclusivity, addressing di will these be developed?	core and skills, equity and versity. How
	values teachers models in communi	nding nal ethics	of Teac and to th rtray 2. role unde and could 1d, the s	hers' Standa eir experiend Show rstanding o	evidence of f how teachers ood models in	Students will d communication collaboration s	n and kills groups. groups. nd lifelong e developed by interrogating

Topic Title:	Sub-topic	Stage/	Teaching and learning activities to depending on the delivery mode	selected. Teacher-led
		Time	collaborative group work or indep Teacher Activity	Student Activity
Contemporary issues in basic school administration	Introduction		Review student teachers' knowledge on the NTS and their domains.	Students participate in discussions through contributions
	21 st Century teaching skills		 Lecturette and independent learning: Provide a brief overview of what the 21st century skills are. Guide students to work in groups to identify 21st Century teaching skills and how they can be developed through teaching using power point. 	Students work in groups to search for information and present.
	Professional standards (National Teachers' Standards for Ghana), and Code of Ethics, including Gender and SEND		Get a resource person from the Education office to speak on the professional standards, code of ethics, gender and SEND issues. Resource person should also explain progression and promotion of teachers in GES and expectations	Students participate through questions and contributions
	Licensing of teachers by the National Teaching Council		Get a resources person or personnel with in-depth knowledge on teachers licensing exams, its purpose, importance and implications; induction period and portfolio development for assessment	Students participate through questions and contributions
	Professional development		Student led discussion on the need for teachers continuing professional development and lifelong learning. Lead discussion on how to address burnout within the first few years to avoid early career turnover.	Other peers participate through questions and contributions.
			Summary and conclusion: Summarise lesson and let students revise write up on 21 st century skills for submission	Students revise write by in cooperating contributions for submission
Lesson assessments – evaluation of learning: of, for and as learning within the lesson		p on 21 st o	n Assessment century skills and how they can be d	eveloped through teaching.
Instructional Resources	Projectors, mobile phor	ies		
Required Text (core)		-	 J., & Ololube, N. P. (2015). A r d their relevance to educational mar 	-

	Hoy, W. K. & Miskel, C. G. (2012). <i>Educational administration: Theory, research and practice</i> (7 th Ed.). New York: McGraw-Hill Book Company.
	Esia-Donkoh, K. (2014). Attaining educational and school goals: Duties of headteachers of public
	basic schools in Ghana. Journal of Education and Practice, 5 (1), 64-72. ISSN 2222-288X
	(Online), ISSN 2222-1735 (Paper). URL: http://www.iiste.org.
	Ghana Education Service (2010). Headteachers' handbook. Accra: Ministry of Education.
	Ghana Education Service (2010). School management committee handbook. Accra: Ministry of
	Education.
Additional Reading	Achua, C. F., & Lussier, R. N. (2013). Effective leadership. Toronto: South-Western Cengage
List	Learning.
	Annoh, K. (2003). Education studies. Kumasi: Payless publications.
	Armstrong, M. (2009). Armstrong handbook of human resource management practice (11 th ed.). London: Kogan Page.
	Bush, T. (2012). Theories of educational leadership and management (4 th ed.). London: SAGE.
	Bush, T. & Bell, L. (2005). The principles and practice of educational management. London:
	Chapman Publishing Ltd.
	Bush, T. & Middlewood, D. (2006). Management of people in education. London: Paul Chapman
	Publishing Ltd.
CPD needs	Early career Teacher expectations, promotion and how to deal with burnout in the first few years
	to avoid early career turnover.

Year of B.Ed. 4	Semester	2 P	lace of	f lesson ir	semest	er 123	45678910	11 12 13
Title of Lesson	REVISION WEE	K					Lesson Duration	3 Hours
Lesson Description	treated. Seemi teachers with during the STS debate, drama session more p	ingly difficul deeper ins 5. Various d tization and practical in n	It and on sights a elivery dappro- nature.	critical co and unde techniqu opriate ta	erstandin les and s lk for lea	vill be discuss g whiles dra trategies suc rning approa	of various topi sed further to p awing from the h as discussion ches will be dep	rovide student ir experiences talking point, loyed to make
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning	Students have management p						observed admi	nistration and
in the lesson Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity []	Work Based Learr	d	Semina rs [v]	Independe nt Study [√]	E-learning opportuniti es [√]	Practicum [√]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	should be used e-learning opp internet Seminars: both Practical Activi progress or ban Demonstrating	d. portunities: n Individual ity: Student rriers to lead s secured	Studer and gro s revier rning. conten	nt teache oup prese w work sa nt knowle	rs will ex entation amples o	plore and se of projects sh f learners and	discussions of v arch for inform ould be encoura d other records and skills rela 1c,d,e,f,g; 2a; 3	ation from the aged. to explain evant for the
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outco	omes		Learning	Indicato	ors	Identify which issues – transferable inclusivity, addressing d will these be developed?	core and skills, equity and versity. How
	Demonstrating content knowle understanding relevant for the administration management of schools in Gha 1c,d,e,f,g; 2a; 3	edge, and skills e and of basic na. NTS	2.	underst differen adminis manage reflectiv experier observa Demons underst leaderst thought implicat adminis	-	f reen nd writing on ring STS. f various , schools of ir school nrough	Students will d communication collaboration s through workin pairs and smal critical thinking development a	n and kills groups. g, personal ind lifelong e developed by l interrogating

Topic Title:			3.	Draw on STS experiences to explain the functions of administration by sharing their observations. Demonstration appropriate and effective ways of communicating in schools and involving teachers in decision with experiences from STS Teaching and learning activ	
	Sub-topic	Stage/ Time		depending on the delivery i collaborative group work o	mode selected. Teacher-led
		Time		Teacher Activity	Student Activity
All topics	Introduction	10 minu	tes	Review student teachers' previous knowledge. Through questioning explore their knowledge and understanding of various topics and themes treated across the semester.	Students participate through responses and sharing topics they find challenging.
				Deploy various talk for learning approaches, collaborative and experiential learning approaches and student led discussions and sessions in dealing with topics.	Students take part in lesson by actively getting involved in discussions and activities to consolidate their understanding of concepts
				Through questions guide students to answer questions from their peers using illustrations and observations from STS Summary and Conclusion	Students provide responses to colleagues' questions.
				Provide a brief summary of semester activities and provide information on nature if summative/end of semester examinations	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Summative Asses Students will be e essay type items.	examined of			ester using both objective and
Instructional Resources	Projectors, mobile	e phones			
Required Text (core)	principle: 5 (1), 6-1 Hoy, W. K. & Misk (7 th Ed.). Esia-Donkoh, K. (2 public ba 2222-288 Ghana Education	s and style 4. (el, C. G. (2) New York: 2014). Atta asic school: 3X (Online) Service (20) Service (20)	2012). 2012). 2012). 2012). 2012). 2012). 2012). 2012).	I their relevance to educationa Educational administration: Traw-Hill Book Company. educational and school goals: hana. Journal of Education an I 2222-1735 (Paper). URL: http Headteachers' handbook. Accr	Duties of headteachers of <i>d Practice, 5</i> (1), 64-72. ISSN ://www.iiste.org.

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