Four-Year B.Ed. Course Manual

Administration and Management of Early Grade Schools

GOVERNMENT OF GHANA

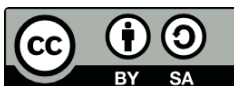mastercard
foundation

UKaid
from the British people

T-TEL
Transforming Teaching, Education & Learning

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

CORE WRITING TEAM

Names of writers	Subject		Names of writers	Subject
Dr. Isaac Eshun			Cletus Ngaaso	Social Studies
Dr. Anthony Baabereyir			Mohammed Adam	
Ms. Shirley Dankwa	African Studies		Dr. Emmanuel Adjei-Boateng	
Prof. S.Y. Annor	Agriculture		Dr. Yaw Nyadu Offei	Special Education
Dr. Salome praise Otami			Prof. Samuel Hayford	
Dr. Samuel Frimpong			Dr. Awuni	
Robert Quansah	Early Grade		Rev.(Dr) Nyueko Avotri	Technical Vocational Education and Training
Dr. Abraham Kwadwo Okrah	English Language		Elizabeth Lani Ashong	
Dr. Sarah Emma Eshun			Michael Tsorgali	
Vivian Acquaye				
Felix A. Odonkor			Frnacis Donkor	
Dr. Cecilia Esinam Agbeh			Dr. Maxwell Nyatsikor	
Ibrahim Osmanu	French		Prof. Salomey Essuman	
Dr. Kofi Adu-Boahen			Dr. Paul Kwadwo Addo	
Dr. M. Kusimi			Dr. Winston Kwame Abroampa	
Dr. Aboagye Dacosta			Mr. Kwaku Esia-Donkoh	
Mr. Alexander Otoo	Geography		Mohammed Z. Abdulmumin	Pedagogy
Dr. Yvonne A.A. Ollennu	Ghanaian Language		Dr. Mohammed Hafiz	Arabic
Kwasi Adomako			Iddris Mohammed	
Dr. Akwasi Kwarteng Amoako-Gyampah			Mohammed Almu Mahaman	
Anitha Oforiwah Adu-Boahen			Murtada M. Muaz	
Gertrude Nkrumah	History		Dr M. Q. Adjahoe	Music
Prof Charles Owu-Ewie	Literacy		Prof Cosmas Mereku	
Dr. Ahmed Amihere			Prof. Reginald Ocansey	Physical Education
Zakaria Sadiq	Mathematics		Dr. Emmanuel Osei Sarpong	
Dr. R. Addai-Mununkum	RME		E. Kwaku Kwaa-Aidoo	ICT

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: 400**			**Credit value: 3**		**Semester 2**
Pre-requisite	**Experiences from Supported Teaching in Schools**						
Course Delivery Modes	Face-to-face: [√]	Practical Activity [√]	Work-Based Learning: [√]	Seminars [√]	Independent Study: [√]	E-Learning[√]	Practicum: [ ]
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	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 and management principles and theories in early grade classroom and the basic school as a whole **(NTECF, NTS 2d, 3e, 3k, 3p, 3l, p.18)**.						
Course Learning Outcomes	**On successful completion of the course, student teachers will be able to:**			**Indicators**			
	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).**			1.1 Explain the concepts administration and management. 1.2 Discuss the functions of administration and management (POSDCoRB) and their classroom or school implications. 1.3 Discuss the uniqueness of early grade school administration. 1.4 Identify the challenges and barriers encountered in the administration of early grade Schools and how they are addressed.			
	2. Demonstrate knowledge and understanding of the reasons for classifying the school as a formal organisation, and the duties of headteachers of basic Schools**(NTS, 3e p.14).**			2.1. Explain organisation and identify the types of organisation. 2.2. Compare and contrast the features of formal and informal organisations. 2.3. Discuss the specific and general duties of headteachers in managing an early grade school 2.4. Explain the role of headteachers mobilising resources for the management of early grade 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 schools of administrative thought. 3.2 Discuss the educational implications of the principles of schools of administrative thought.			
	4. Examine the concept of leadership and explore the applicationof the theories and styles of leadership in achieving cordial school-community relationships by drawing on their experiences during supported teaching in schools**(NTS,1d p.12)**			4.1. Explain the theories of leadership and their implications for school administration. 4.2. Discuss the various leadership styles, their merits and demerits and relate it to their experience during supported teaching in schools 4.3. Discuss the leadership qualities that relate to			

			student teachers' experiences during supported teaching in school and that would facilitate effective administration of early grade schools 4.4. Explore their experiences during supported teaching and discuss the appropriate strategies needed to achieve cordial school-community relationship	
	5. Exhibit understanding and application of communication, decision-making and supervision in the administration of Early grade schools**(NTS 1e, 2d, 3f)**.		5.1. Explain the concepts communication, decision-making, and supervision in schools. 5.2. Examine their experiences during STS and discuss the need for effective communication, decision-making and supervision in inclusive early grade classrooms and schools. 5.3. Identify the various barriers to effective communication, decision-making and instructional supervision and how they can be or were addressed in early grade classrooms and schools during supported teaching. 5.4. Discuss the criteria for appraising early grade teachers	
	6. Exhibit knowledge and understanding of school climate and school-community partnership **(NTS 1e, 1f, 1g, 2f, 3h, 3o)**.		6.1. Explore their experiences during supported teaching in schools and explain school climate and its types. 6.2. Discuss the determinants and importance of school climate. 6.3. Explain the meaning, types and principles of school-community partnership. 6.4. Discuss the need for effective school-community partnership and ways to achieve it. 6.5. Evaluate the strategies for effective delegation and handling of conflicts in early grade schools and the community. 6.6. Discuss the role of GES, SMC, Board of Governors, PTA, in fostering cordial early grade school-community partnership.	
	7. Demonstrate understanding of the National Teachers' Standards, professional ethics and values that portray early grade teachers as good role models in the school and community **(NTS 1c, 1d, 1f, 1g, 2a, 2c, 3n, 3o)**.		7.1. Identify the domains of the National Teachers' Standards and code of ethics that relate to their experiences during supported teaching in schools. 7.2. Discuss how student teachers could become good models in the school and community based on their experiences during supported teaching in schools.	

	Units	Topics:	Sub-topics (if any):	Suggested Teaching Learning Activities
	1	1. Nature of school administration and management	• Meaning of administration and management • Differences and similarities of administration and management • Meaning and educational implications of POSDCoRB • Unique nature of administration of inclusive early grade Schools • Challenges and barriers encountered in the administration of early grade Schools and how to address them	• 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 inclusive Early grade schools. • Individual and group power point presentations on

			• 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

	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

(continuation of row above)

Role of GES, SMC, PTA, GES, DEOC, MOE, NGOs in fostering cordial school-community partnership. | inclusive early grade Schools.

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.

Course Assessment	**Component 1: Subject Portfolio Assessment (30% overall score)**
	• Selected items of students work (3 of them -10% each) = 30%
	• Midterm assessment = 20%
	• Reflective Journal = 40%
	• Organisation of the subject portfolio = 10% (how it is presented /organised)
	NOTE: Assignment (Each should NOT be more than 400 words)
	
	  i. Quiz on the differences and similarities of administration and management; educational implications of the functions of administration and management (POSDCoRB); and the unique nature of administration of early grade Schools.
	  ii. Quiz on meaning, types and characteristics of organisations; features of the early grade School as a formal organisation; and the role of the headteacher in mobilising resources for effective administration of early grade School.
	Core skills to be developed: independent thinking skills, critical thinking skills, honesty, personal development
	Weighting: 30%
	Assesses Learning Outcomes: CLO 1, CLO 2

	Component 2: 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 purpose 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 7
	  i. Group power point presentations of the specific duties of the early grade school 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) 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 learning activities	1. TESSA Online Educational Resources (www.tessafrica.net) 2. T-TEL Modules (www.t-tel.org). 3. Other Relevant Online Resources (www.Tess-india.net, 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
Required references	Afful-Broni, A. (2006). *Theory and practice of educational leadership in Ghana.* Accra: Yamens Press. 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. Dampson, D.G. (2015). *Educational leadership: Theory and practice*. Cape Coast: Edsam Publishers.
Additional references	Afful-Broni, A. (2007). *The school as a social unit: The Ghanaian perspective* (revised edition). Accra: Yamens Press. 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. 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. 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. 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. Jones, J. (2008). *Management skills in schools: A resource for school leaders.* London: SAGE. McGuire, D. (2014). *Human resource development* (2nd ed.). London: Sage Publications. Mankoe, J. O. (2007). *Educational administration and management in Ghana* (2nd ed.). Kumasi: Payless. 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

LESSON 1

Year of B.Ed.	4	Semester	2	Place of lesson in semester	**1** 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	Nature of basic school administration and management	**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	Students' own experiences of how their previous schools were managed or administered. Poor understanding of concepts about the functions of administration and management.		

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [ ]	Work-Based Learning	Seminars [√]	Independent Study [√]	E-learning opportunities [√]	Practicum [ ]

Lesson Delivery – the main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts, etc. should be used in facilitating the lesson. E-learning opportunities: Videos from YouTube on misconceptions and barriers to school management and administration. 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.
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.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity, and addressing diversity. How will these be addressed or developed?**
	CLO 1. demonstrate knowledge and understanding of the nature and functions of administration and management (**NTS 1e, 2a, 3c, 3d).**	1.1 Explain the concepts of administration and management. 1.2 Discuss the functions of administration and management (POSDCoRB) and their classroom or school implications. 1.3 Discuss the uniqueness of Early grade school administration. • Identify the challenges encountered in the administration of Early grade schools.	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 various strategies in grouping students considering their background characteristics and abilities.

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 Activity	**Student 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 emphasis on Early grade schools.	Contribute to the review by sharing your ideas on what has been learned.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**In-lesson Assessment** (Peer Assessment and Group Report: Assesses Course Learning Outcome 1) Peer assessment of group presentation on the differences and similarities between management and administration as well as the functions of administration and management. Assesses the following NTS: **(NTS 1e, 2a, 3c, 3d).** **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. **NTS 3d:** Manages behaviour and learning with small and large classes.
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). *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 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. 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
CPD needs	Practical application of the concepts and functions of management and administration of Early grade schools.

LESSON 1

Year of B.Ed.	**4**	Semester	**2**	Place of lesson in semester	1 **2** 3 4 5 6 7 8 9 10 11 12

		Lesson Duration	3 Hours
Title of Lesson	The school as an organisation and the duties of headteachers of inclusive basic schools		
Lesson description	In 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 knowledge, prior learning (assumed)	Student teachers have had opportunities to study the organograms of the various schools they have observed as part of their STS. Through the various orientation sessions, student teachers have acquired fair knowledge about the school as an organisation.		
Possible barriers to learning in the lesson	Unclear understanding of concepts from the previous lesson. Prevailing unfavourable teaching and learning conditions		

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [ ]	Work-Based Learning	Seminars [√]	Independent Study [√]	E-learning opportunities [√]	Practicum [√]

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts, etc. should be used in facilitating the lesson. E-learning opportunities: Videos from YouTube on misconceptionsduties of headteachers of inclusive basic 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, 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 as an organisation. It is expected that student teachers will be able to identify the contrasting features between formal and informal organizations and effectively utilise that knowledge to administer their classrooms and schools. Moreover, after undertaking this lesson, student teachers are expected to appreciate the uniqueness of the administration of Early grade schools. Finally, the lesson intends to equip student teachers with knowledge about the specific and general duties of Early grade schools headteachers as well as how to be resourceful.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross-cutting issues – core and transferable skills, inclusivity, equity, and addressing diversity. How will these be addressed or developed?
	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. 2.4. Discuss the specific and general duties of Early grade schools headteachers.	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

			2.5. Explain the role of headteachers mobilising resources for the administration of Early grade schools.	various strategies in grouping students considering their background characteristics and abilities.

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 Activity	**Student Activity**
	• Meaning, types, and characteristics of organisations	20 minutes	**Face-to-Face** Teacher-led discussion on the meaning, types, and characteristics of organisations.	• 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 for learning approaches (shower thoughts or whole-class discussion) to elicit ideas from student teachers on differences and similarities of formal and informal organisations	• Individual powerpoint presentation on differences and similarities of formal and 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/discuss their points on the duties of headteachers in inclusive Early grade schools.	**Face-to-face** • Group powerpoint presentations/discussions on the duties of headteachers in inclusive Early grade schools.
	• Role of the headteacher in mobilising resources for the administration of inclusive Early grade schools.	50 minutes	**Seminar** Tutor facilitates seminar on the role of headteachers in mobilising resources for the administration of inclusive Early grade schools. **Digital Literacy** Ask student teachers to search from the internet, some of the sources of mobilising resources for the administration of inclusive Early grade 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 for the administration of inclusive Early grade schools and display them in the lecture room.

	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 schools
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**In-lesson Assessment** (Peer Assessment and Group Report: Assesses Course Learning Outcome 2) Peer assessment of group presentation on the differences and similarities between formal and informal organisations as well as the features of an inclusive basic school as a formal organisation; duties of the headteacher in inclusive basic schools. This will be part of the portfolio of student teachers to be submitted by the end of Lesson 11. Assesses the following NTS: **(NTS, 3e p.14).** **NTS 3e:** Employs a variety of instructional strategies that encourages student participation and critical thinking. **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 purpose 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). *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 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). *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
CPD needs	Workshop and Seminars on the duties of headteachers

LESSON 3

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 **3** 4 5 6 7 8 9 10 11 12

Title of Lesson	Schools of administrative thoughts and their educational implications	Lesson Duration	3 Hours
Lesson description	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 educational setting will also be explored.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers may have experienced varied leadership styles from their homes, previous schools, and classrooms which were informed by these schools of administrative thought.		
Possible barriers to learning in the lesson	Student teachers' biases and preferences for specific schools of thought. Ineffective modes of teaching and other cooperating factors.		

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [ ]	Work-Based Learning	Seminars [√]	Independent Study [√]	E-learning opportunities [√]	Practicum [√]

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts, etc. should be used in facilitating the lesson. E-learning opportunities: Videos from YouTube on misconceptions duties of headteachers of inclusive basic 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, 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.

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 review the various schools of administrative thought and their applications to the educational setting (NTS 1a p.12)	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity, and addressing diversity. How will these be addressed or developed?**
	Sub-topic	3.1 Compare and contrast the different schools of administrative thought. • 3.2 Discuss the educational implications of the principles of schools of administrative thought.	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 various strategies in grouping students considering their background characteristics and abilities.

Topic Title: Schools of administrative thoughts and their educational implications	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 Activity	**Student Activity**
	Scientific management approach and its school implications	20 minutes	**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.	**Face-to-face** • Concept mapping on schools of administrative thought.
	• Administrative management approach and its school implications	40 minutes	**Panel discussion on:** Scientific management approach and its school implications	**Face-to-face** Pyramid and panel discussion on the principles of the various schools of administrative thought.
	• Bureaucratic approach and its implications	40 minutes	**Panel discussion on:** Administrative management approach and its school implications	Pyramid and panel discussion on Administrative management approach and its school implications
		40 minutes	**Panel discussion on:** Bureaucratic approach and its implications	Pyramid and panel discussion on Bureaucratic approach and its implications.
	Conclusion	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.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**In-lesson Assessment** (Peer Assessment and Group Report: 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.	10 minutes	Point out key features of each of the three administrative schools of thought.	Write the key features of each of the three administrative schools of thought.
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). *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 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). *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
CPD needs	Workshops and seminars on schools of the administrative thoughts and their educational implications

LESSON 4

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 3 **4** 5 6 7 8 9 10 11 12

Title of Lesson	Schools of administrative thoughts and their educational implications	**Lesson Duration**	**3 Hours**
Lesson description	This lesson is the second part ofthe topicof schools of administrative thoughts and their educational implications. Similar to the previous lesson, some theories and perspectives on administration are considered. These are theories X, Y, Z. The strengths and weaknesses of each of these 3 theories and their implications on educational practice.		
Previous student teacher knowledge, prior learning (assumed)	Students have learned about the various schools of administrative thought and are expected to link the content of today's lesson with it.		
Possible barriers to learning in the lesson	Inappropriate teaching and learning strategies may impede the learning of specific concepts		

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [ ]	Work-Based Learning	Seminars [√]	Independent Study [√]	E-learning opportunities [√]	Practicum [√]

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts, etc. should be used in facilitating the lesson. E-learning opportunities: Videos from YouTube on misconceptions duties of headteachers of inclusive basic 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, 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 some important 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 indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity, and addressing diversity. How will these be addressed or developed?**
	CLO 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 schools of administrative thought. • 3.2 Discuss the educational implications of the principles of schools of administrative thought.	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 various strategies in grouping students considering their background characteristics and abilities.

Topic Title: Schools of administrative thoughts and their educational implications	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 Activity	Student Activity
	Introduction to the lesson	20 minutes	**Face-to-Face** Introduction to the lesson by sharing a school/classroom scenario that requires the application of one or more of the theories in focus	**Face-to-face** Students harvest ideas on how to deal with the scenario under focus.
	• Theory X	40 minutes	**Panel discussion:** Facilitate the discussion of Theory X and its school implications	**Panel discussion** Pyramid and panel discussion on Theory X and its school implications
	• Theory Y	40 minutes	**Panel discussion** Facilitate the discussion of Theory Y and its school implications	**Panel discussion** Pyramid and panel discussion on Theory Y and its school implications
	• Theory Z	40 minutes	**Panel discussion** Facilitate the discussion of Theory Z and its school implications	**Panel discussion** Pyramid and panel discussion on Theory Z and its school implications
	Summary of theories X, Y, Z.	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.
	Conclusion	10 minutes	Point out key features and assumptions of each of the three theories of administration	Write the key features and assumptions of each of the three theories of administration
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**In-lesson Assessment** (Peer Assessment and Group Report: Assesses Course Learning Outcome 3) 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 following NTS: **(NTS 1a p.12)** **NTS 1a:** Critically and collectively reflects to improve teaching and learning.			
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). *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 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). *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
CPD needs	Workshop on to demonstrate the different styles of leadership

LESSON 5

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 3 4 **5** 6 7 8 9 10 11 12

Title of Lesson	Leadership in inclusive Early grade schools	**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 and biases against the education of certain categories of learners.		

Lesson Delivery – chosen to support student teachers in achieving the outcomes	**Face-to-face [√]**	**Practical Activity [ ]**	**Work-Based Learning**	**Seminars [√]**	**Independent Study [√]**	**E-learning opportunities [√]**	**Practicum [√]**
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-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.						
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 of the lesson is to equip student teachers with knowledge about how to provide effective leadership in inclusive Early grade schools through the study and application of the various concepts and theories.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity, and addressing diversity. How will these be addressed or developed?**
	CLO 4. demonstrate knowledge and understanding of the concept of leadership, and apply the theories and styles of leadership in achieving cordial school-community relationships **(NTS,1d p.12)**	4.1. Explain the concept of leadership 4.2. Identify and explain the theories of leadership. 4.3. Explain the various leadership styles and discuss their merits and demerits. 4.4. Discuss the leadership qualities that relate to student teachers' experiences during supported teaching in school. • 4.5. Discuss the appropriate strategies adopted by	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 various strategies in grouping students

			headteachers of Early grade schools to achieve a cordial school-community relationship.	considering their background characteristics and abilities.
Topic Title: Leadership in inclusive Early grade schools	**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 Activity	**Student 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 minutes	**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 minutes	**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 minutes	**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 minutes	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 Ask student teachers to 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.	Summarise the trends of Guidance and Counselling on a manila card and display them in the lecture room.
		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 – evaluation of learning: of, for and as learning within the lesson	**In-lesson Assessment** (Peer Assessment and Group Report: Assesses Course Learning Outcome 1) Peer assessment of group presentation on the differences and similarities between Guidance and Counselling. Group report on trends in the development of Guidance and Counselling. This will be part of the portfolio of student teachers to be submitted by the end of Lesson 11. Assesses the following NTS: (**(NTS2c, 3d, 3e, 3f, and 3m)** **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. **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: 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 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). *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
CPD needs	Virtual and Practical Opportunities for student teachers to observe and compare leadership styles in schools

LESSON 6

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 3 4 5 **6** 7 8 9 10 11 12

Title of Lesson	Leadership in inclusive Early grade schools		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 [√]	Practical Activity [ ]	Work-Based Learning	Seminars [√]	Independent Study [√]	E-learning opportunities [√]	Practicum [√]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-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.						
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							

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross-cutting issues – core and transferable skills, inclusivity, equity, and addressing diversity. How will these be addressed or developed?
	CLO 4. demonstrate knowledge and understanding of the concept of leadership, and apply the theories and styles of leadership in achieving cordial school-community relationships **(NTS,1d p.12)**	4.1. Explain the concept of leadership 4.2. Identify and explain the theories of leadership. 4.3. Explain the various leadership styles and discuss their merits and demerits. 4.4. Discuss the leadership qualities that relate to student teachers' experiences during supported teaching in school. • 4.5. Discuss the appropriate strategies adopted by	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 various strategies in grouping students

			headteachers of Early grade schools to achieve a cordial school-community relationship.	considering their background characteristics and abilities.
Topic Title: Leadership in inclusive Early grade schools	**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 Activity	**Student Activity**
	●	20 minutes	**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.
	Leadership Theories (trait, behavioural, situational); Forms of Leadership (transactional, transformational, laissez-faire);	40 minutes	**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.
		40 minutes	**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.
	Attributes of a good leader; Leadership styles and skills;	40 minutes	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. **Digital Literacy** Ask student teachers to	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

				manila card and display them in the lecture room.
			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.	
	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 – 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). *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). *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 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). *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
CPD needs	Using Questioning and downloading relevant short videos to teach biological threats to human growth and development.

LESSON 7

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 3 4 5 6 **7** 8 9 10 11 12

Title of Lesson	Communication, decision making and supervision in inclusive Early grade schools **Lesson Duration** **3 Hours**
Lesson description	In 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 delivered using varying teaching and learning techniques and will also be assessed using differentiated assessment procedures
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 teachers have not been administrators and managers before

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [ ]	Work-Based Learning	Seminars [√]	Independent Study [√]	E-learning opportunities [√]	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 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 Outcomes	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)**.	1. Show a clear understanding of the concepts communication, decision-making, and supervision. 2. Provide evidence that they understand the need for effective communication, decision-making and supervision in inclusive classrooms and schools. 3. 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

			classrooms and schools.
			4. Show evidence of understanding the strategies that promote effective communication and decision-making in inclusive classrooms and schools.

Topic Title:	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 Activity	**Student Activity**
Communication, decision making and supervision in inclusive Early grade schools	Introduction	10 minutes	Face-to-face: Explore student teachers experiences during STS on communication and supervision in their practice schools through questions	Student teachers provide responses by sharing their experiences during STS
	Meaning and the need for effective communication	20 minutes	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	30 minutes	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.
	Barriers and guide to effective communication			
	Meaning and importance of decision making	20 minutes	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.

			Information generated should be shared with class.	
	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	**Formative Assessment: In lesson Assessment** Reflective notes on their experiences and observations on communication and participation in decision making in schools of practice. This should be part of subject portfolio.			
Instructional Resources	Projectors, mobile phones			
Required Text (core)	hukwu, 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. Hoy, W. K. & Miskel, C. G. (2012). *Educational administration: Theory, research and practice* (7th 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.			

	Education Service (2010). *Headteachers' handbook*. Accra: Ministry of Education.
	Education Service (2010). *School management committee handbook*. 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.
	ong, 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

LESSON 8

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 **8** 9 10 11 12

Title of Lesson	Roles and responsibilities of educational agencies and bodies in Ghana	Lesson Duration	3 Hours
Lesson description	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)	Students are familiar with the some of the governmental bodies and institutions in charge of school supervision in Ghana. During STS in schools, they might have also had the opportunity observe their activities in their various schools of practice.		
Possible barriers to learning in the lesson	Student teachers may not have the opportunity to observe the activities of some of these institutions in their schools of practice.		

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [ ]	Work-Based Learning	Seminars [√]	Independent Study [√]	E-learning opportunities [√]	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 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	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 Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	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	1. Discuss the roles and responsibilities of GES, SMC, PTA, DEOC, MOE, NIB, NTC etc 2. Examine the functions of the GES, SMC, PTA, DEOC, MOE, NIB, NTC etc 3. Examine the criteria for appraising teachers in basic schools	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:	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 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 administration 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. Guide students to do a presentation on of their findings	Student work on selected institution in groups and make power point presentations.
	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. Guide students to identify the criteria for appraisal of teachers and discuss. Use webbing or concept maps to organise information generated. Find out from students which other criteria they would suggest as additions for a more comprehensive appraisal to be done.	Student participate in discussion and provide relevant responses.
	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. Guide students to organise the information and help them prioritise them from	Student work in pairs to identify challenges confronting supervision. They should work in whole class discussion prioritise them and provide solutions to them.

			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 the disabled | 30 minutes | Lecturette and group work: Introduce students to some agencies and NGOs supporting and providing services for the disable. Discuss with students their focus and what other services require support from institutions | Student participate in indentifying agencies and NGOs and the kinds 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 – evaluation of learning: of, for and as learning within the lesson	**Formative Assessment: In lesson Assessment** Presentation on roles, responsibilities and functions of various institutions and agencies.
Instructional Resources	Projectors, mobile phones
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. Hoy, W. K. & Miskel, C. G. (2012). *Educational administration: Theory, research and practice* (7th 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 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

LESSON 9

Year of B.Ed.	**4**	Semester	**2**	Place of lesson in semester	1 2 3 4 5 6 7 8 **9** 10 11 12

Title of Lesson	School climate and school-community partnership I	Lesson Duration	3 Hours
Lesson Description	This lesson seeks to provide opportunities for students to discourse the need for school-community relationship, the various types, how to promote school-community relationship and ways of promoting such a relationship, leveraging on it for the benefit of the development of the school. 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 (assumed)	Students just came back from STS and would have observed the interactions between their schools of practice and the surrounding communities.		
Possible barriers to learning in the lesson	Large class sizes. Some students would have also practiced in schools and communities where community involvement in school activity may be absent as a result may not be able to appreciate the extent to which the relationship benefits the school.		

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [ ]	Work-Based Learning	Seminars [√]	Independent Study [√]	E-learning opportunities [√]	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 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 knowledge and understanding of school climate and school-community partnership **(NTS 1e, 1f, 1g, 2f, 3h, 3o)**.

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	**Learning Outcomes**	**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Exhibit knowledge and understanding of school climate and school-community partnership **(NTS 1e, 1f, 1g, 2f, 3h, 3o)**.	1. Show evidence of understanding of the concept of inclusive school climate and its types. 2. Provide a clear evidence of understanding of the importance and determinants of school climate.	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

			3. Provide evidence of understanding of the meaning, types and principles of school-community partnership.
			4. 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 activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.**	
			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 effective relationship between basic schools and the community	60 minutes	Lecturette and Debate: Provide a brief over view of discussion far and divide the class into two groups. Guide the two groups to select students to represent them 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	Select students to represent two sides in debate.
		10 minutes	Summary and conclusion Summarise information provided by both sides using concept maps or webs.	Students representing groups present final write up to be assessed.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Formative Assessment: In lesson Assessment** Presentation of final debate write up for assessment. This should be part of subject portfolio
Instructional Resources	Projectors, mobile phones
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. Hoy, W. K. & Miskel, C. G. (2012). *Educational administration: Theory, research and practice* (7th 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 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	Promoting healthy school climate that facilitates learning and promoting effective school-community relationship

LESSON 10

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 **10** 11 12

Title of Lesson	School climate and school-community partnership II	Lesson Duration	3 Hours
Lesson Description	This lesson seeks to provide opportunities for students to discuss how conflicts arise in schools, the importance of conflicts and how they can be resolved. It will further provide platforms to deliberate on roles of government institutions in fostering school-community. 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 (assumed)	Students just came back from STS and would have observed the interactions between their schools of practice and the surrounding communities.		
Possible barriers to learning in the lesson	Large class sizes. Some students would have also practiced in schools and communities where community involvement in school activity may be absent as a result may not be able to appreciate the extent to which the relationship benefits the school.		

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [ ]	Work-Based Learning	Seminars [√]	Independent Study [√]	E-learning opportunities [√]	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 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 knowledge and understanding of school climate and school-community partnership **(NTS 1e, 1f, 1g, 2f, 3h, 3o).**

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Exhibit knowledge and understanding of school climate and school-community partnership **(NTS 1e, 1f, 1g, 2f, 3h, 3o).**	1. Demonstrate a clear application of the appropriate strategies for effective delegation and handling of conflicts in inclusive basic schools and the community. 2. Provide a clear evidence of understanding of the role of GES, SMC, Board of Governors, PTA, in fostering cordial inclusive basic school-community partnership.	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:	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 Activity	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 Let them share information on how heads of the schools resolved the conflicts	Student participate in discussion by sharing their STS experiences. Searching for and sharing information.
			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. Guide groups to present reports for peers to ask questions	Students work in assigned groups on various institutions and how they support schools and communities. 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	**Formative Assessment: In lesson Assessment** Presentation of refined report for assessment			
Instructional Resources	Projectors, mobile phones			
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. Hoy, W. K. & Miskel, C. G. (2012). *Educational administration: Theory, research and practice* (7th 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 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

LESSON 11

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 **11** 12

Title of Lesson	Contemporary issues in basic school administration I	Lesson Duration	3 Hours
Lesson Description	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 (assumed)	Through their STS experiences, student teachers have a good understanding of what the national Teaching Standards are and their domains and also familiar with portfolio development.		
Possible barriers to learning in the lesson			

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [ ]	Work-Based Learning	Seminars [√]	Independent Study [√]	E-learning opportunities [√]	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 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**	Demonstrate understanding of professional ethics and values that portray teachers as good role models in the school and community **(NTS 1c, 1d, 1f, 1g, 2a, 2c, 3n, 3o)**.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Demonstrate understanding of professional ethics and values that portray teachers as good role models in the school and community **(NTS 1c, 1d, 1f, 1g, 2a, 2c, 3n, 3o)**.	1. Identify the major National Teachers' Standards that relate to their experiences. 2. Show evidence of understanding of how teachers could become good models in the school and community.	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:	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 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
	21st 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 21st 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	**Formative Assessment: In lesson Assessment** Presentation of writeup on 21st century skills and how they can be developed through teaching. This should be part of subject portfolio.			
Instructional Resources	Projectors, mobile phones			
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. Hoy, W. K. & Miskel, C. G. (2012). *Educational administration: Theory, research and practice* (7th 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: ://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 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.

LESSON 12

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 **12**

Title of Lesson	Contemporary issues in basic school administration I	Lesson Duration	3 Hours
Lesson Description	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 (assumed)	Through their STS experiences, student teachers have a good understanding of what the national Teaching Standards are and their domains and also familiar with portfolio development.		
Possible barriers to learning in the lesson			

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [ ]	Work-Based Learning	Seminars [√]	Independent Study [√]	E-learning opportunities [√]	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 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	Demonstrate understanding of professional ethics and values that portray teachers as good role models in the school and community **(NTS 1c, 1d, 1f, 1g, 2a, 2c, 3n, 3o)**.						

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Demonstrate understanding of professional ethics and values that portray teachers as good role models in the school and community **(NTS 1c, 1d, 1f, 1g, 2a, 2c, 3n, 3o)**.	1. Identify the major National Teachers' Standards that relate to their experiences. 2. Show evidence of understanding of how teachers could become good models in the school and community.	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:	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 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
	21st 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 21st 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	Formative Assessment: In lesson Assessment Presentation of writeup on 21st century skills and how they can be developed through teaching.			
Instructional Resources	Projectors, mobile phones			
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.			

	Hoy, W. K. & Miskel, C. G. (2012). *Educational administration: Theory, research and practice* (7th 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 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	Early career Teacher expectations, promotion and how to deal with burnout in the first few years to avoid early career turnover.

LESSON 13

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12 **13**

Title of Lesson	REVISION WEEK		Lesson Duration	3 Hours
Lesson Description	This weeks' interaction will provide the opportunity for review of various topics and themes treated. Seemingly difficult and critical concepts will be discussed further to provide student teachers with deeper insights and understanding whiles drawing from their experiences during the STS. Various delivery techniques and strategies such as discussion, talking point, debate, dramatization and appropriate talk for learning approaches will be deployed to make session more practical in nature.			
Previous student teacher knowledge, prior learning (assumed)	Students have been exposed to all the topics and have also observed administration and management practices in schools of practice during the STS.			
Possible barriers to learning in the lesson				
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√] · Practical Activity [ ] · Work-Based Learning · Seminars [√] · Independent Study [√] · E-learning opportunities [√] · 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 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	Demonstrating secured content knowledge, understanding and skills relevant for the administration and management of basic schools in Ghana. NTS 1c,d,e,f,g; 2a; 3c,d			

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Demonstrating secured content knowledge, understanding and skills relevant for the administration and management of basic schools in Ghana. NTS 1c,d,e,f,g; 2a; 3c,d	1. Show evidence of good understanding of differences between administration and management by writing reflective notes on experiences and observations during STS. 2. Demonstrate an understanding of various leadership styles, schools of thought and their implications for school administration through dramatization and role play.	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

			3. Draw on STS experiences to explain the functions of administration by sharing their observations. 4. Demonstration appropriate and effective ways of communicating in schools and involving teachers in decision with experiences from STS	

Topic Title:	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 Activity	Student Activity
All topics	Introduction	10 minutes	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	Students provide responses to colleagues' questions.
			Summary and Conclusion 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 Assessment: (40%)** Students will be examined on various topics covered in the semester using both objective and essay type items.			
Instructional Resources	Projectors, mobile phones			
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. Hoy, W. K. & Miskel, C. G. (2012). *Educational administration: Theory, research and practice* (7th 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 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	