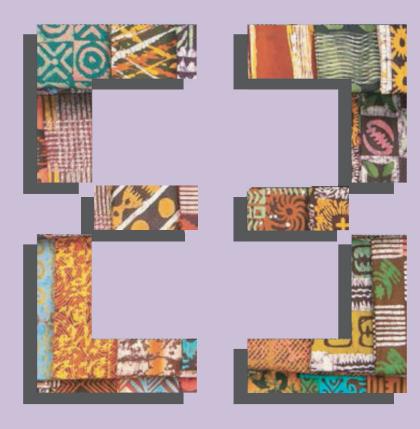


## Four-Year B.Ed. Course Manual

# **Administration and Management**

















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#### FOREWORD

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

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

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

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

#### **Professor Mohammed Salifu**

Director General, Ghana Tertiary Education Commission

### ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

#### 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
Dr. Abraham Kwadwo Okrah	English Language	Elizabeth Lani Ashong	Education and
Dr. Sarah Emma Eshun		Michael Tsorgali	Training
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	Dr. Mohammed Hafiz	Arabic
Kwasi Adomako	Language	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	ADMINIS	TRATION AN	ID MANAGEN	IENT OF UPPER	PRIMARY SCHO	OLS		
Course Code	0000 Course Le	evel: 400	Semester 2	2	Credit value: 3			
Pre-requisite				experiences du management pr	ring STS which w actices.	ould have expo	sed them to	
Course Delivery Modes	Face-to- face: [V]	Practical Activity [√]	Work- Based Learning: [V]	Seminars [v]	Independent Study: [√]	E- Learning[√]	Practicum: [√]	
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	issues in examines specific d understar student t and inclu: knowledg demonstr making p student t leadershij future to student t Primary S collabora teachers. discussion assessme assessme to enable		gement with sp nool administrati he course seeks s schools of adm pts and issues in of basic schools of communication s could be effect he course seeks e practical administration of basis sition of learners chers to take up nistration of learners chers to unders sential approace techniques (incon halysis, diamond fects, reports and plios will be emp dministrative and	ecial reference on and manage to help studer inistrative thou leadership inc . It seeks to pro- on and decision tively involved i to provide op nistrative, man b leadership po- tic schools. It v from Early Gr tand and dem thes to be wel- luding pyramic nine, shower f d presentations loyed in the lead d management <b>NTS 2d, 3e, 3k, 3</b>	to Ghana. It ement and the nt teachers to ght and assist duding gender ovide a sound n making and n the decision portunities to agement, and ositions in the vill also equip rade to Upper ionstrate that lcomed by all d and panel thoughts) and , case studies, arning process principles and			
Course Learning Outcomes	course, st to:	udent teach	ners will be a	ble				
	underst function manage	ns of adminis ement <b>(NTS</b> 1	e nature and stration and Ie, 2a, 3c, 3d	1.2 Show of the mana 1.3 Provi unde Schoo 1.4 Ident admi	de clear evidence epts administrati v evidence of unce e functions (POSI agement. de clear evidence rstanding of the ol administration cify the challenge nistration of incl	on and manage lerstanding and DCoRB) of admi e regarding the uniqueness of U I. s encountered i usive Upper Prin	ment. application nistration and Jpper Primary in the mary Schools.	
	<ol> <li>Demonstrate knowledge and understanding of the reasons for classifying the basic school as a formal organisation, and the duties of headteachers of inclusive Upper Primary Schools(NTS, 3e).</li> <li>Show evidence of understanding of the meaning and types of organisation.</li> <li>Provide evidence of understanding of what make the basic school a formal organisation.</li> <li>Show clear evidence of understanding of the specific duties of the inclusive Upper Primary Schools basic school headteacher.</li> <li>Provide evidence of understanding the role of the headteacher in mobilising resources for the</li> </ol>						what makes n. g of the Primary ne role of the for the	
	of admi applicat	administration of inclusive Upper Primary Schly review the various schools3.1 Provide evidence of understanding of the different schools of administrative thought.schools of administrative thought and their3.2 Provide clear evidence of the application of the principles of schools of administrative though the school or educational settings.					the different ion of the	

	A 4 Full this sublement of such as the full state
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)	<ul> <li>4.1. Exhibit evidence of understanding of the concept of leadership, and identify the theories of leadership.</li> <li>4.2. Provide clear evidence of understanding and application of the styles of leadership.</li> <li>4.3. Provide clear evidence of understanding leadership qualities that relate to their experiences.</li> <li>4.4. Show a clear application of appropriate strategies adopted by headteachers of inclusive basic schools to achieve a cordial school-community</li> </ul>
	relationship.
5. Exhibit understanding and application of communication, decision-making, and supervision in the administration of inclusive basic schools (NTS 1e, 2d, 3f).	<ul> <li>5.1. Show a clear understanding of the concepts of communication, decision-making, and supervision.</li> <li>5.2. Provide evidence that they understand the need for effective communication, decision-making, and supervision in inclusive classrooms and schools.</li> <li>5.3. Identify the various barriers to effective communication, decision-making, and instructional supervision in inclusive classrooms and schools.</li> <li>5.4. Show evidence of understanding the strategies that promote effective communication and decision-making in inclusive classrooms and schools.</li> <li>5.5. Provide a clear understanding and application of the criteria for appraising teachers</li> </ul>
<ol> <li>Exhibit knowledge and understanding of school climate and school-community partnership (NTS 1e, 1f, 1g, 2f, 3h, 3o).</li> </ol>	<ul> <li>6.1. Show evidence of understanding of the concept of inclusive school climate and its types.</li> <li>6.2. Provide clear evidence of understanding of the importance and determinants of school climate.</li> <li>6.3. Provide evidence of understanding of the meaning, types, and principles of school-community partnership.</li> <li>6.4. Show a clear understanding of the need for effective school-community partnerships and ways to achieve it.</li> <li>6.5. Demonstrate a clear application of the appropriate strategies for effective delegation and handling of conflicts in inclusive basic schools and the community.</li> <li>6.6. Provide clear evidence of understanding of the role of GES, SMC, Board of Governors, PTA, in fostering cordial inclusive basic school-community partnership.</li> </ul>
<ul> <li>7. 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).</li> </ul>	<ul> <li>7.1. Identify the major National Teachers' Standards that relate to their experiences.</li> <li>7.2. Show evidence of understanding of how teachers could become good models in the school and community.</li> </ul>
to use examples, illustrations, multim	cepts in this course, teacher educators should endeavour edia tools, and interactive strategies that are gender- ity and inclusivity (e.g. mixed ability and gender-balanced nd projects).

Units	Topics:	Sub-topics (if any):	Suggested Teaching Learning Activities
1	1. Nature of basic school administration and management	<ul> <li>Meaning of administration and management</li> <li>Differences and similarities of administration and management</li> <li>Meaning and educational implications of POSDCoRB</li> <li>Unique nature of administration of inclusive Upper Primary Schools</li> <li>Challenges encountered in the administration of inclusive Upper Primary Schools.</li> </ul>	<ul> <li>Panel discussion on the meaning, differences, and similarities of administration and management.</li> <li>Shower thoughts for the meaning and educational implications of POSDCoRB.</li> <li>Talk for learning approaches on the uniqueness of administration of inclusive Upper Primary Schools.</li> <li>Individual and group powerpoint presentations on barriers to administration of inclusive Upper Primary Schools.</li> </ul>
2	2. The school as an organisation and the duties of headteachers of inclusive basic schools.	<ul> <li>Meaning, types, and characteristics of organisations</li> <li>Differences and similarities between formal and informal organisations</li> <li>Features of an inclusive basic school as a formal organisation; duties of the headteacher in inclusive basic schools</li> <li>Role of the headteacher in mobilising resources for the administration of inclusive Upper Primary Schools.</li> </ul>	<ul> <li>Tutor-led discussion on the meaning, types, and characteristics of organisations.</li> <li>Individual powerpoint presentation on differences and similarities of formal and informal organisations.</li> <li>Group powerpoint presentations on the duties of headteachers in inclusive basic schools.</li> <li>Audio-visual and tactile analysis of the role of headteachers in mobilising resources for the administration of inclusive Upper Primary Schools.</li> </ul>
3	3. Schools of administrative thoughts and their educational implications	<ul> <li>Scientific management approach and its school implications</li> <li>Administrative management approach and its school implications</li> <li>Bureaucratic approach and its implications</li> <li>Human resource approach and its school implications</li> <li>Theories X, Y and Z, and their school implications</li> </ul>	<ul> <li>Tutor-led discussion on the schools of administrative thought.</li> <li>Pyramid and panel discussion on the principles and educational implications of each of the schools of thought.</li> <li>Individual and group presentations on the educational implications of the principles of the schools of administrative thought.</li> <li>Case studies on the applicability of theories X, Y, and Z in inclusive Upper Primary Schools.</li> </ul>
4	4. Leadership in inclusive basic schools	<ul> <li>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,</li> </ul>	<ul> <li>Tutor-led discussion and group powerpoint presentations on the meaning of leadership, curriculum leadership, instructional leadership, gender and leadership, and differences between leadership</li> </ul>

5 5. Communication, decision making, and supervision in inclusive Uppe Primary School	<ul> <li>Processes, types, and channels of communication</li> <li>Barriers and guide to</li> </ul>	<ul> <li>and management.</li> <li>Individual and group projects using ICT to illustrate leadership theories.</li> <li>Shower thoughts to teach the importance of leadership; talk for learning approaches to teach sources of leadership</li> <li>Attributes and skills of and attributes of leadership.</li> <li>Audio-visual and tactile analysis to teach leadership styles, skills, and attributes of a good leader.</li> <li>Roleplay and reflective notes to teach styles, skills, and attributes of a good leader.</li> <li>Diamond nine, concept cartooning and mapping to teach challenges encountered in the administration of inclusive Upper Primary Schools.</li> <li>Shower thoughts to elicit meaning, types, channels, and the need for effective communication.</li> <li>Panel/pyramid discussion to teach barriers and guide to effective communication</li> <li>Tutor-led discussion on meaning and importance of decision-making in inclusive Upper Primary Schools.</li> <li>Audio-visual and tactile analysis of effective ways to involve teachers in decision- making.</li> <li>Individual and group projects on types and models of supervision, with emphasis on clinical supervision.</li> <li>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 inclusive Upper Primary School.</li> <li>Individual and group powerpoint presentations on criteria for appraising teachers</li> <li>Think-pair share to teach challenges of supervision in inclusive Upper Primary Schools.</li> <li>Team teaching/Resource persons to teach Ministries and</li> </ul>
		persons to teach Ministries and Agencies that provide services to the disabled.

	<ul> <li>6. School climate and school- community partnership</li> <li>7</li> <li>7. Contemporary issues in basic school administration</li> </ul>	<ul> <li>Meaning and types of inclusive school climate</li> <li>Determinants and importance of school climate</li> <li>Meaning, types, and principles of school- community relationship</li> <li>The need for an effective relationship between basic schools and the community</li> <li>Ways to ensure an effective relationship between basic schools and the community</li> <li>Effective delegation and handling of conflict issues in inclusive Upper Primary Schools.</li> <li>Role of GES, SMC, PTA, GES, DEOC, MOE, NGOs in fostering cordial school- community partnership.</li> <li>21<sup>st</sup> Century teaching skills</li> <li>Professional standards (National Teachers' Standards for Ghana), and Code of Ethics, including Gender and SEND</li> <li>Licensing of teachers</li> </ul>	<ul> <li>Tutor-led discussion on meaning, types, determinants, and importance of inclusive school climate.</li> <li>Panel/pyramid discussion on meaning, types, and principles of school-community relationship.</li> <li>Individual and group powerpoint presentations on the need for and ways to ensure an effective relationship between inclusive Upper Primary Schools and the community.</li> <li>Audio-visual and tactile analysis of skills for effective delegation and handling of conflict issues in inclusive Upper Primary Schools and the community.</li> <li>Team teaching/Resource persons for Role of GES, SMC, PTA, GES, DEOC, MOE, NGOs in fostering a cordial school- community relationship.</li> <li>Individual and group presentations on 21<sup>st</sup> Century teaching skills using powerpoint.</li> <li>Resource persons to talk on professional standards, code of ethics, gender and SEND issues,</li> </ul>			
			development, and promotion of teachers in Upper Primary Schools.			
	In assessing student teachers, teacher educators should endeavour to use assessment procedures that are gender-sensitive/responsive and those that promote inclusivity (gender-balanced and mixed ability groups for presentations, projects).					
Course Assessment	<ul> <li>Component 1: Subject Portfolio Assessment (30% overall score)</li> <li>Selected items of students work (3 of them -10% each) = 30%</li> <li>Midterm assessment = 20%</li> <li>Reflective Journal = 40%</li> <li>Organisation of the subject portfolio = 10% (how it is presented /organised)</li> <li>NOTE: Assignment (Each should NOT be more than 400 words)</li> </ul>					
	<ul> <li>Reflective notes on the leadership style of headteachers student teachers worked under during internship</li> <li>Matrix of characteristics of leadership styles on posters</li> <li>Effective ways of communicating and involving teachers in decision making in schooliv.</li> <li>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 Upper Primary Schools.</li> <li>Assesses Learning Outcomes: CLO 1 (Unit 1 - NTS 1e, 2a, 3c, 3d) CLO 2 (Unit 2 - NTS 3e).</li> </ul>					

Component 2:Subject Project: (30% overall semester score) Introduction, a clear statement of the 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 Group powerpoint presentations of the specific duties of the inclusive Upper Primary School headteacher. i. Group powerpoint presentations of the schools of administrative thoughts and their educational implications as ii. observed in their schools of practice. Assesses Learning Outcomes: CLO 1 (Unit 1 - NTS 1e, 2a, 3c, 3d) CLO 3 (Unit 3 - NTS 1a, 1d); CLO 4 (Unit 4- NTS,1d) Component 3: End of Semester Examination:40% Assesses Learning Outcomes: CLO 5 (Unit 5 - NTS 1e, 2d, 3f) CLO 6 (Unit 6 - NTS 1e, 1f, 1g, 2f, 3h, 3o) and CLO 7 (Unit 7 - NTS 1c, 1d, 1f, 1g, 2a, 2c, 3n, 3o) 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, KhanAcademy) 4. The iBox (CENDLOS) 5. Audio-visuals and animations from YouTube 6. Audio-visuals and animations from YouTube Projectors and computers 7. Afful-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. 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. 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 (11<sup>th</sup> ed.). London: Kogan Page. Bush, T. (2012). Theories of educational leadership and management (4<sup>th</sup> 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. Dampson, D.G. (2015). Educational leadership: Theory and practice. Cape Coast: Edsam Publishers. Jones, J. (2008). Management skills in schools: A resource for school leaders. London: SAGE. McGuire, D. (2014). *Human resource development* (2<sup>nd</sup> ed.). London: Sage Publications. Mankoe, J. O. (2007). Educational administration and management in Ghana (2<sup>nd</sup> 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

Year of B.Ed.	4	Semester	r 2	PI	ace o	of lesson in s	emester	1234	56789	9 10 11 12
Title of Lesson		Nature of ba	Nature of basic school administration and management     Lesson     3 Hours       Duration							3 Hours
Lesson description	n	This first lesson introduces student teachers to the course learning outcomes and the a 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 Upper Primary School administration will also be highlighted.							chers to the ts such as ministration	
Previous studentteacher knowledge, prior learning (assumed	(k		Student teachers have embarked on STS and observed how schools are managed. Moreover, schools are managed how their colleges are managed.							l. Moreover,
Possible barriers t learning in the les							ous schools w ions of admin		-	
Lesson Delivery – chosen to support student teachers i achieving the outo	in	face [V]	Practical Activity [ ]	Work- Based Learni		Seminars [ √]	Independen Study [ √]		ning tunities	Practicum []
Lesson Delivery main mode of d chosen to si student teache achieving the le outcomes.	elivery upport rs in	pair-share, s E-learning o managemen Seminars: t and/or tutor	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							
outcome, what want the s	es. An of the ects of	The overarch and compet functions of these conce lesson to ref	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 Upper Primary 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 Out for the less picked ar developed fro course specifi     Learning indi	tcome son, nd om the ication	Learning Ou	itcomes		Lear	rning Indicat	ors	issues – o skills, ind addressir	core and clusivity, ng diversi be add	cross-cutting transferable equity, and ty. How will ressed or
for each lea outcom	rning	CLO 1. demo knowledge a understandi nature and f administrati managemen <b>2a, 3c, 3d).</b>	and ing of the functions of ion and	1.2	adm mar Disc adm mar and scho Disc Upp adm Ider	ain the conc ninistration a nagement. uss the func ninistration a nagement (Po their classro col implicatio uss the uniq per Primary S ninistration. ntify the chal countered in t	nd tions of nd OSDCoRB) iom or ons. ueness of chool lenges	Commun critiquing Digital l internet informati be discus Creativity thinking applying physical middle ch Equity au	ication sk and pres iteracy: for on on th sed in the about the chara develo hildhood nd inclu	cills: through sentations. Surfing the relevant e themes to e lesson. innovation: ways of acteristics of pment in classrooms. sivity: using in grouping

			nistration of Upper ry Schools.	studer backgr and ab	0	
Topic Title: Nature of basic school administration and management	Sub-topic	Stage/ Time	Teaching and learning activities to achieve outcomedepending on the delivery mode selected. Teachedled collaborative group work or independent.Teacher ActivityStudent Activity			
management	Discussion of the course learning outcomes and the assessment components.	30 minutes	Face-to-Face Teacher-led panel discussion of the cours learning outcomes and assessment componer	se d the	Face-to-face Panel discussion of the course learning outcomes and the assessment components.	
	<ul> <li>Meaning, differences, and similarities of administration and management</li> </ul>	30 minutes	Face-to-face Use relevant talk for learning approaches (shower thoughts or whole-class discussion elicit ideas from stude teachers on meaning, differences, and similarities of administration and management.	) to	Face-to-face differences and similarities of administration and management	
	<ul> <li>Meaning and educational implications of POSDCoRB</li> </ul>	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.		<ul> <li>Face-to-face</li> <li>Group discussion on the meaning and educational implications of POSDCoRB.</li> </ul>	
	<ul> <li>Unique nature of administration of inclusive Upper Primary Schools</li> </ul>	40 minutes	Tutor-led discussion to identify some of the uniqueness of administration of inclu Upper Primary Schools the Ghanaian context.	isive s in	<ul> <li>Talk for learning approaches on the uniqueness of administration of inclusive Upper Primary Schools.</li> </ul>	
	<ul> <li>Challenges encountered in the administration of inclusive Upper Primary Schools.</li> </ul>	30 minutes	<b>Presentation</b> Tutor-led individual ar group powerpoint presentations on barri to administration of U Primary Schools.	nd ers pper	Presentation Individual and group powerpoint presentations on barriers to administration of Upper Primary Schools.	
	Conclusion	10 minutes	Review with student teachers, the key poin discussed in the lessor Ask student teachers t read further on the functions of administra and management of educational institution with an emphasison U Primary schools.	ts n. co ation	Contribute to the review by sharing your ideas on what has been learned.	

1	In Lease Assessment (Dava Assessment and Course Departs Assessed Course Lease inc
Lesson assessments –	In-lesson Assessment (Peer Assessment and Group Report: Assesses Course Learning
evaluation of learning:	Outcome 1)
of, for and as learning within the lesson	Peer assessment of group presentation on the differences and similarities between
within the lesson	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.
Instructional Descurress	NTS 3d: Manages behaviour and learning with small and large classes.
Instructional Resources	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials:</i>
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). <i>Group work: Professional development</i>
	guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). <i>Creative approaches: Professional</i>
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Mobile phones
	Laptops
Descripted Text (search)	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
	Upper Primary schools.
	opper i milary senoois.

Year of B.Ed.	4	Semester	2	Place of	lesson in ser	nester	12	3456789	9 10 11 12
Title of Lesson				isation and t ve basic sch	he duties of ools		-	esson uration	3 Hours
Lesson description	n	In this lesson, student teachers will learn about the meaning and types of organisation; features of formal and informal organisations, and the uniqueness of the administration Upper Primary Schools. Some specific and general duties of Upper Primary Schools headteachers will be discussed. Finally, the roles of headteachers in mobilising resources for the administration of Upper Primary Schools also be highlighted.							ninistration of mary Schools
Previous student knowledge, prior		Student tea they have o	Student teachers have had opportunities to study the organograms of the various scho they have observed as part of their STS. Through the various orientation sessions, stude teachers have acquired fair knowledge about the school as an organisation.						
(assumed) Possible barriers t learning in the les	son	Unclear un teaching an	derstanding d learning c	g of concep onditions	ots from th	e previous	less	on. Prevailing	
Lesson Delivery – to support studen teachers in achiev outcomes	t ving the	Face-to- face [V]					ent	E-learning opportunities [√]	Practicum [√]
Lesson Delivery mode of delivery to support teachers in achie learning outcome	y chosen student eving the	share, show E-learning of inclusive ba Seminars: and/or tuto Independen topic.							
The overarching of what you was student teach achieve, serves a for the learning of An expanded ver the description. Write in full aspen NTS addressed	ant the ers to s a basis utcomes. ersion of	The overard and compe- student tea informal or and schools Moreover, uniqueness equip stude	Practicum: working in mixed-ability groups for role play, discussion, and presentations. 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 Upper Primary Schools. Finally, the lesson intends to equip student teachers with knowledge about the specific and general duties of Upper						
<ul> <li>Learning Out the lesson, pi developed f course speci</li> <li>Learning ind for each le</li> </ul>	cked and rom the fication dicators arning	issues – core and transfera skills, inclusivity, equity, addressing diversity. How these be addressed developed?					equity, and ity. How will dressed or		
outcor		CLO 2. dem knowledge understand reasons for the basic sc formal orga and the dut headteache Primary Sch <b>3e p.14).</b>	and ing of the classifying hool as a nisation, ies of ers of Upper	orgar types 2.2. Comp featu inforr 2.3. Discu uniqu admin Prima 2.4. Discu gener Prima	in the conce isation and i pare and con res of formal nal organisat ss the reason eness of the nistration of ry Schools. ss the specif ral duties of t ry Schools reachers.	dentify the trast the and tions. ns for the Upper ic and	crit Dig inte info be Cre thir the dev chil Equ var	mmunication sk iquing and pres gital literacy: Su ernet for releva ormation on the discussed in the ativity and inne hking about wa characteristics velopment in m Idhood classroo uity and inclusiv ious strategies dents consideri	entations. rfing the nt e themes to e lesson. ovation: ys of applying of physical iddle ims. ity: using in grouping

		hea resc adm	dteachers mobilising burces for the hinistration of Upper hary Schools.	background characteristics and abilities.
Topic Title: Nature of basic school administration and	Sub-topic	Stage/ Time		ivities to achieve outcomes / mode selected. Teacher-led or independent. Student Activity
management	<ul> <li>Meaning, types, and characteristics of organisations</li> </ul>	20 minutes	Face-to-Face Teacher-led discussion on the meaning, types, and characteristics of	Discussion on the meaning, types, and characteristics of organisations.
	Differences and similarities between formal and informal organisations	40 minutes	organisations. 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	<ul> <li>Presentations</li> <li>Ask student teachers to present/share/discuss their points on the duties of headteachers in inclusive Upper Primary Schools.</li> </ul>	<ul> <li>Face-to-face</li> <li>Group powerpoint presentations/discussio</li> </ul>
	Role of the headteacher in mobilising resources for the administration of inclusive Upper Primary Schools.	50 minutes	Seminar Tutor facilitates seminar on the role of headteachers in mobilising resources for the administration of inclusive Upper Primary Schools. Digital Literacy Ask student teachers to search from the internet, some of the sources of mobilising resources for the administration of inclusive Upper Primary Schools.	administration of inclusive
	Conclusion	10 minutes	Review with student teachers, the key points discussed in the lesson including the: • Differences and similarities between formal and informal organizations	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

	Features of an school as a formal
	inclusive basic school organisation; duties of
	as a formal the headteacher in
	organisation; duties inclusive basic schools
	of the headteacher in
	inclusive basic
	schools
Lesson assessments –	In-lesson Assessment (Peer Assessment and Group Report: Assesses Course Learning
evaluation of learning: of,	Outcome 2)
for and as learning within	Peer assessment of group presentation on the differences and similarities between formal and
the lesson	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).
	<b>NTS 3e:</b> Employs a variety of instructional strategies that encourages student participation
	and critical thinking.
	Subject Project: (30% overall semester score)
	<ul> <li>Introduction, a clear statement of the aim and purpose of the project = 10%</li> </ul>
	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
	iii Crown new graciat procentations of the specific duties of the inclusive Upper
	iii. Group powerpoint presentations of the specific duties of the inclusive Upper
	<ul><li>Primary School headteacher drawing from their STS experiences.</li><li>iv. Group powerpoint presentations of the schools of administrative thoughts and</li></ul>
	iv. Group powerpoint 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). <i>Teaching and learning materials:</i>
instructional Resources	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). <i>Creative approaches: Professional</i>
	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,
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	5 (1), 6-14.
	Esia-Donkoh, K. (2014). Attaining educational and school goals: Duties of headteachers of
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	basic schools in Ghana. Journal of Education and Practice, 5 (1), 64-72. ISSN 2222-288X
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	Armstrong, M. (2009). Armstrong handbook of human resource management practice (11 <sup>th</sup>
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	Chapman Publishing Ltd.
	Dampson, D.G. (2015). <i>Educational leadership: Theory and practice</i> . Cape Coast: Edsam Publishers.
	Ghana Education Service (2010). <i>Headteachers' handbook</i> . Accra: Ministry of Education. Ghana Education Service (2010). <i>School management committee handbook</i> . Accra: Ministry
	of Education Service (2010). School management committee handbook. Accra: Ministry
	How W K & Mickel C G (2012) Educational administration: Theory recearch and practice
	Hoy, W. K. & Miskel, C. G. (2012). Educational administration: Theory, research, and practice
	<ul> <li>Hoy, W. K. &amp;Miskel, C. G. (2012). Educational administration: Theory, research, and practice (7<sup>th</sup> Ed.). New York: McGraw-Hill Book Company</li> <li>McGuire, D. (2014). Human resource development (2<sup>nd</sup> ed.). London: Sage Publications.</li> </ul>

	Middlewood, D., & Lumby, J. (2008). Human resource management in schools and colleges.
	London: SAGE.
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	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

Year of B.Ed.	4	Semester	2	Place o	Place of lesson in semester			89101112			
Title of Lesson		Schools of a implications		ative though	educational	Lesson Duration	3 Hours				
Lesson description		thought. Sp will be cons	In this lesson student teachers are introduced to the various schools of administrat thought. Specifically, three (Scientific, Administrative, and Bureaucratic) schools of thou will be considered. The implication of applying each of the identified perspectives in educational setting will also be explored.								
Previous student tea knowledge, prior lea (assumed)	arning	schools, and	d classroo	oms which w	ere informed	d by these sch	styles from their nools of administr	ative thought.			
Possible barriers to l in the lesson	learning		tudent teachers' biases and preferences for specific schools of thought. Ineffective modes f teaching and other cooperating factors.								
Lesson Delivery – ch support student tea achieving the outcor	chers in mes	to-face A [√] [	ractical ctivity ]	Work- Based Learning	Seminars [√]	Independer Study [√]	opportunitie [ √ ]				
Lesson Delivery – mode of delivery ch support student tea achieving the l outcomes.	osen to	pair-share, s E-learning o inclusive ba Seminars: and/or tuto Independen the topic.	shower the opportuni sic school to genera r-led on t at study:	houghts, etc ties: Videos ls ate group a he use of va to enable s	should be u from YouTuk nd individua rious learnin student teac	sed in facilita be on miscon l creativity, c g resources. hers to enga	amid and panel of iting the lesson. ceptions duties of liscussion, and re ge with relevant iscussion, and pre	headteachers of flection; student issues related to			
The overarching ou what you want the teachers to achieve as a basis for the I outcomes. An ex version of the descri Write in full aspects NTS addressed	student , serves learning (panded iption.	schools of a part of the are almost administrati teacher to b	administr training c certain ive decis	ative thoug of pre-servic to encoun ions. To ef	ht and their e teachers b ter situatior fectively dea	implications ecause throu is, challenge al with these	e student teacher . This topic or les ighout their teach s, and issues th e situations requ s of administratio	isson is crucial as ning careers they nat may require nire the student			
Learning Outcome for lesson, picked and developed from the specification • Learning indicat each learning ou Topic Title: • Schools of	course tors for utcome		of ive nd their s to the setting		ning Indicato	rs	skills, inclusivit addressing dive these be developed?	nd transferable y, equity, and rsity. How will addressed or			
administrative th and their educat implications	-	Sub-topic	educational setting (NTS 1a p.12)3.1 Compare and contrast the different schools of administrative thought.Communication skills: th critiquing and presentations Digital literacy: Surfing internet for relevant inform on the themes to be discus the lesson.Sub-topic• 3.2 Discuss the educational implications of the principles of schools of administrative thought.Digital literacy: Surfing internet for relevant inform on the themes to be discus the lesson.Creativity and innov thinking about ways of ap the characteristics of ph development in n childhood classrooms.Creativity and inclusivity: various strategies in gro students considering background characteristics								

<b>Topic Title:</b> 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 ActivityStudent 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.	<ul> <li>Face-to-face</li> <li>Concept mapping on schools of administrative thought.</li> </ul>			
	<ul> <li>Administrative management approach and its school implications</li> </ul>	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.			

In atmostic and Decourses	Transforming Teacher Education and Learning (2040). Transform and Learning at 11
Instructional Resources	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials:</i>
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). <i>Group work: Professional</i>
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). Creative approaches: Professional
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Mobile phones
	Laptops
	Videos from YouTube on features of physical development in middle childhood.
Required Text (core)	Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A review of leadership theories,
	principles, and styles and their relevance to educational management.
	Management, 5 (1), 6-14.
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	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.
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Additional fieldung List	Learning.
	Annoh, K. (2003). Education studies. Kumasi: Payless publications.
	Armstrong, M. (2009). Armstrong handbook of human resource management practice (11 <sup>th</sup>
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	Bush, T. (2012). Theories of educational leadership and management (4 <sup>th</sup> ed.). London:
	SAGE.
	Bush, T. & Bell, L. (2005). <i>The principles and practice of educational management</i> . London:
	Chapman Publishing Ltd.
	Dampson, D.G. (2015). Educational leadership: Theory and practice. Cape Coast: Edsam
	Publishers.
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	(7 <sup>th</sup> Ed.). New York: McGraw-Hill Book Company
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	SAGE.
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	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

Year of B.Ed.	4	Semester	2	Place of	Place of lesson in semester			12345678910 11 12			
Title of Lesson			Schools of administrative thoughts and their educational Duration <b>3 Hot</b>								
Lesson description Previous student knowledge, prior	teacher	This lesson is the second part of the topic of schools of administrative thoughts and the educational implications. Similar to the previous lesson, some theories and perspectiv administration are considered. These are theories X, Y, Z. The strengths and weakness each of these 3 theories and their implications on educational practice. Students have learned about the various schools of administrative thought and are e to link the content of today's lesson with it.									
(assumed) Possible barriers t learning in the les		Inappropria	appropriate teaching and learning strategies may impede the learning of specific concepts								
Lesson Delivery – support student t achieving the out	eachers in		Practical Activity [ ]	Work- Based Learning	Seminars [√]	Independe Study [√]	C	E-learning opportunities [√]	Practicum [√]		
Lesson Delivery mode of delivery support student t achieving the outcomes.	chosen to eachers ir learning	<ul> <li>share, show</li> <li>E-learning of</li> <li>inclusive base</li> <li>Seminars:</li> <li>and/or tuto</li> <li>Independent</li> <li>topic.</li> <li>Practicum:</li> </ul>	ver thought opportunition to schools to generat or-led on the ont study: to working in	s, etc. shou es: Videos f e group ar e use of var o enable stu mixed-abili	Id be used in f rom YouTube Id individual d ious learning r dent teachers ry groups for r	facilitating th on miscond creativity, d resources. s to engage ole play, disc	ne lesso eptions iscussio with rel cussion,	s duties of head on, and reflection levant issues re , and presentat	Iteachers of on; student lated to the ions.		
The overarching what you want th teachers to achie as a basis for th outcomes. An version of the des Write in full aspe NTS addressed	ne student ve, serves e learning expandec scription.	t theories th lesson is cu teaching ca may requir require the	at seek to rucial as pa reers they e different e student	explain ho art of the are almost ways of de	w humans sh training of pro- certain to end ealing with th	ould be gov e-service te counter situa em. To effe	verned achers ations, o ctively	eachers to some in different co because throu challenges, and deal with thes nowledge on	ntexts. This ghout their issues that e situations		
Learning for the le picked an develope the cours specifica	nd ed from se	Learning O							ransferable equity, and . How will		
• Learning india each learning		the various administrat and their a to the	CLO 3. critically review the various schools of administrative thought and their applications         3.1 Compare and contrast the different schools of administrative thought.         Communication skills: critiquing and presenta Digital literacy: Surf internet for								

<b>Topic Title:</b> Schools of administrative thoughts and their	Sub-topic	Stage/ Time	Teaching and learning activities depending on the delivery mod collaborative group work or inc	le selected. Teacher-led				
educational implications		Time	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	Face-to-face Students harvest ideas on how to deal with the scenario under focus.				
	Theory X	40 minutes	the theories in focus 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	theories of adm submitted in wee Assesses the follo	of group pre inistrations.T k 7 wing NTS: <b>(N</b>		similarities among the three f the subject project to be				
Instructional Resources	NTS 1a: Critically and collectively reflects to improve teaching and learning. Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials:</i> <i>Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Group work: Professional development</i> <i>guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Creative approaches: Professional</i> <i>development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Mobile phones Laptops Videos from YouTube on features of physical development in middle shildbacd							
Required Text (core)	Amanchukwu, R. principle 5 (1), 6-1 Esia-Donkoh, K. (2 public ba	<ul> <li>Videos from YouTube on features of physical development in middle childhood.</li> <li>Amanchukwu, R. N., Stanley, G. J., &amp;Ololube, N. P. (2015). A review of leadership theories, principles, and styles and their relevance to educational management. <i>Management</i>, <i>5 (1)</i>, 6-14.</li> <li>Esia-Donkoh, K. (2014). Attaining educational and school goals: Duties of headteachers of public basic schools in Ghana. <i>Journal of Education and Practice</i>, <i>5</i> (1), 64-72. ISSN 2222-288X (Online), ISSN 2222-1735 (Paper). URL: http://www.iiste.org.</li> </ul>						
Additional Reading List	Achua, C. F., & L Learning	ussier, R. N.	(2013). Effective leadership. Toro udies. Kumasi: Payless publication	nto: South-Western Cengage				

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

Year of B.Ed.	4	Semester	2	Place of	lesson in sen	nester	123	3 4 <b>5</b> 6 7 8 9	10 11 12			
Title of Lesson		Leadership ir	n inclusive L		-	esson uration	3 Hours					
Lesson description		this lesson, s (e.g. trait, transformati	This is the first of two lessons on the topic "Leadership in inclusive Upper Primary schools' this lesson, some conceptual issues in leadership will be explored. Major leadership theo (e.g. trait, behavioural, situational) and the forms of Leadership (e.g. transactio transformational, laissez-faire) will be treated Student teachers have been taught the various schools of thought in administration and									
Previous student t knowledge, prior (assumed)		Student tead theories of le		been taught	the various	schools of t	hough	nt in administra	ition and the			
Possible barriers t learning in the les		Cultural prac	ultural practices and biases against the education of certain categories of learners.									
Lesson Delivery – to support studen teachers in achiev outcomes	it	face [V]	Practical Activity	Work- Based Learning	Seminars [√]	Independer Study [ √]		E-learning opportunities [√]	Practicum [√]			
Lesson Delivery mode of delivery to support teachers in achier learning outcome	chosen student ving the	share, showe E-learning op Seminars: t and/or tutor Independent topic. Practicum: w	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.									
outcome, what yo the student teac achieve, serves as	chers to s a basis learning xpanded the pects of		effective lea	adership in	inclusive Up	per Primary		s with knowledg bols through th				
Learning Ou for the lesson and develope the cour specificat     Learning ind for each lea	essed g Outcome esson, picked eloped from course ification g indicators Hearning Outcomes Learning Indicators Learning Indicators kills, inclu addressing these be developed?								transferable equity, and ity. How will dressed or			
outcom	-	CLO 4. of knowledge understandir concept of and apply t and styles of in achievi school-comn relationships <b>p.12</b> )	leadership the theorie of leadershi ng cordia nunity	d lead e 4.2. Ider theo s 4.3. Expl b lead their 4.4. Disc qual stud expe supp scho • 4.5.	ain the conce ership ntify and expl ries of leader ain the vario ership styles merits and o uss the leader ities that rela- ent teachers' eriences durin oorted teachi ol. Discuss the a regies adopted teachers of the	ain the rship. us and discuss demerits. ership te to ng ng in ppropriate d by	crit Dig inte info be Cre thir app phy mic Equ var stue bac	iquing and pres gital literacy: ernet for ormation on th discussed in the eativity and nking about olying the char	sentations. Surfing the relevant the themes to e lesson. innovation: ways of acteristics of opment in classrooms. Isivity: using in grouping ering their			

			Primary Schools to achie	ve a				
			cordial school-communit					
			relationship.					
Topic Title:				Teaching and learning activities to achieve outcomes				
	Sub-topic	Stage/		livery mode selected. Teacher-led				
Leadership in inclusive		Time		vork or independent.				
Upper Primary Schools		60	Teacher Activity	Student Activity				
	<ul> <li>Conceptual issues in leadership (leadership as a trait, an ability, a skill, a behaviour, a</li> </ul>	minute	Face-to-Face	<ul> <li>Face-to-face</li> <li>Panel discussion on the meaning, differences, and similarities of administration and management.</li> <li>Shower thoughts for the meaning and educational</li> </ul>				
	relationship, an influence, definitions and importance of leadership,			<ul> <li>implications of POSDCoRB.</li> <li>Talk for learning approaches on the uniqueness of administration of inclusive Upper Primary Schools.</li> </ul>				
				Individual and group powerpoint presentations on barriers to administration of Upper Primary Schools.				
		40	Face-to-face	Face-to-face				
		minute	s 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.	Share your views on the meaning, purpose, and objectives of Guidance and Counselling.				
	Curriculum	40	Face-to-face	Face-to-face				
	leadership, Instructional leadership, gender, and leadership, differences	minute	s Use mixed-ability groupings to enable student teachers to discuss the difference and similarities between Guidance and Counselling after which the groups present their findings on a poster.	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.				
	between leadership and management)	40 minute	Use tutor-led discussion to identify the trends in the development of Guidance and Counselling in genera and make specific reference to the Ghanaian context.	history of Guidance and Counselling (including the situation in Ghana).				
			<b>Digital Literacy</b> Ask student teachers to search from the internet, the trends	trends of Guidance and				

	•									
			(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.							
		30	Face-to-face	Face-to-face						
		minutes	Use shower thoughts	Contribute to the discussion on						
			to elicit views of	misconceptions and barriers to						
			student teachers on	counselling and prepare your						
			misconceptions and	notes on it.						
			barriers to							
			counselling, and cite							
			specific examples							
			from the perspectives							
			of learners from upper							
			primary school							
			settings. Encourage							
			student teachers to							
			put down notes.							
	Conclusion	10	Review with student	Contribute to the review by						
		minutes	teachers, the key	sharing your ideas on what has						
			points discussed in the	been learned.						
			lesson.	For the next lesson, read on						
				principles and types of Guidance						
			Ask student teachers	and Counselling as well as the						
			to read on principles	roles of teachers and parents in						
			and types of Guidance	Guidance and Counselling for						
			and Counselling.	learners in upper primary schools.						
			Identify volunteers	Prepare for the role play.						
			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.							
Lesson assessments –	In-lesson Assessmen	it (Peer A	ssessment and Group	Report: Assesses Course Learning						
evaluation of learning: of,	Outcome 1)									
for and as learning within	-			and similarities between Guidance						
the lesson				t of Guidance and Counselling. This						
				ted by the end of Lesson 11.						
			2c, 3d, 3e, 3f, and 3m)							
				owledge, and pedagogical content						
	knowledge for the sch									
	-		earning with small and lar	-						
		riety of instr	uctional strategies that ei	ncourages student participation and						
	critical thinking.									
	0	NTS 3f: Pays attention to all learners, especially those with Special Education Needs (SEN)								
	NTS 3f: Pays attentior	<b>NTS 3f:</b> Pays attention to all learners, especially those with Special Education Needs (SEN) <b>NTS 3m:</b> Identifies and remediates learners' difficulties or misconceptions, referring learners.								
Instructional Decourses	NTS 3f: Pays attention NTS 3m: Identifies and	d remediate	s learners' difficulties or n	nisconceptions, referring learners.						
Instructional Resources	NTS 3f: Pays attention NTS 3m: Identifies and Transforming Teacher	d remediate r Education a	s learners' difficulties or n and Learning (2016). <i>Teacl</i>	nisconceptions, referring learners. hing and learning materials:						
Instructional Resources	NTS 3f: Pays attention NTS 3m: Identifies and Transforming Teacher Professional developm	d remediate r Education a nent guide fo	s learners' difficulties or n and Learning (2016). <i>Teacl</i> or tutors. Accra. Ministry c	nisconceptions, referring learners.						

	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. <i>Management</i> , <i>5</i> (1), 6-14.
	Esia-Donkoh, K. (2014). Attaining educational and school goals: Duties of headteachers of
	public basic
	schools in Ghana. 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). <i>Education studies</i> . Kumasi: Payless publications.
	Armstrong, M. (2009). Armstrong handbook of human resource management practice (11 <sup>th</sup>
	ed.). London: Kogan Page.
	Bush, T. (2012). <i>Theories of educational leadership and management</i> (4 <sup>th</sup> ed.). London: SAGE.
	Bush, T. & Bell, L. (2005). <i>The principles and practice of educational management</i> . London: Chapman Publishing Ltd.
	Dampson, D.G. (2015). <i>Educational leadership: Theory and practice</i> . Cape Coast: Edsam Publishers.
	Ghana Education Service (2010). <i>Headteachers' handbook</i> . Accra: Ministry of Education.
	Ghana Education Service (2010). School management committee handbook. Accra: Ministry of Education.
	Hoy, W. K. & Miskel, C. G. (2012). <i>Educational administration: Theory, research, and practice</i> (7 <sup>th</sup>
	Ed.). New York: McGraw-Hill Book Company
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	London: SAGE.
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	Putti, J. M. (2012). <i>Management principles</i> . New Delhi: Macmillan Publishers India Ltd.
	Scott, S., &Bohlander, G. (2013). Managing human resources. Ohio: South-Western Cengage
	Learning.
	Sidhu, K. S. (2011). <i>School organization and administration</i> . New Delhi: Sterling Publishers Pvt.
	Ltd.
	Transforming Teacher Education and Learning (T-TEL) (2017). National teachers' standards for
	Ghana: Guidelines. Accra: Ministry of Education
CPD needs	
CPD fields	Virtual and Practical Opportunities for student teachers to observe and compare leadership
	styles in schools

Year of B.Ed. 4 S	emester	2	Place of le	sson in seme	ester	12345 <b>6</b> 789101112					
Title of Lesson	Leadership in inclusive Upper Primary Schools <b>Lesson Duration 3 Ho</b>								urs		
Lesson description	schools".	This is the second of two lessons on the topic "Leadership in inclusive Upper Prim schools". In this lesson, the sources of leadership power (reward, coercive, expert, refere legitimate/traditional) and attributes of a good leader will be examined.									
Previous student teacher knowledge, prior learning (assumed)	socio-eco	nomic bacl	0								
Possible barriers to learning in the lesson Lesson Delivery – chosen to											
support student teachers in achieving the outcomes Lesson Delivery – main mode	[v]	Activity [] ace: Talk for	Learning Dr learning ap	[√] oproaches in	[ \ ]		[V]				
of delivery chosen to support student teachers in achieving the learning outcomes.	pair-shard E-learning counsellin Seminars and/or tu Independ the topic.	e, shower t g opportung. : to gener tor-led on ent study:	houghts, etc. nities: Video ate group an the use of var to enable st n mixed-abilit	should be us s from You d individual ious learning udent teach	ed in facilita Tube on i creativity, d resources. ers to engag	ting th miscor liscuss ge wit	he lesson. nceptions sion, and re th relevant	and b flection ssues	arriers to n; student related to		
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											
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	Learning Outcome	S	Learning Indicators				Identify which cross-cu issues – core and transfe skills, inclusivity, equity, addressing diversity. Hov these be addressed developed?				
	leadershi apply the	e and nding of ncept of p, and e theories cyles of p in cordial mmunity nips	leade 4.2. Ident theor 4.3. Explair styles and c 4.4. Discuss that teach suppo • 4.5. D strateg headte School school	chers' experiences during ported teaching in school. Discuss the appropriate			of Communication skills: throu critiquing and presentations. Digital literacy: Surfing t internet for releva- information on the themes be discussed in the lesson. Creativity and innovation es thinking about ways nt applying the characteristics ng physical development ol. middle childhood classrooms te Equity and inclusivity: usi by various strategies in groupi ry students considering th				

<b>Topic Title:</b> Leadership in inclusive Upper Primary Schools	Sub-topic	Stage/ Time	Teaching and learning activities to achieve outcomesdepending on the delivery mode selected. Teacher-ledcollaborative group work or independent.Teacher ActivityStudent Activity			
	•	20 minutes	Face-to-Face	<ul> <li>Face-to-face</li> <li>Panel discussion on the meaning, differences, and similarities of administration and management.</li> <li>Shower thoughts for the meaning and educational implications of POSDCoRB.</li> <li>Talk for learning approaches on the uniqueness of administration of inclusive Upper Primary Schools.</li> <li>Individual and group powerpoint presentations on barriers to administration of Upper Primary Schools.</li> </ul>		
	Leadership Theories (trait, behavioural, situational); Forms of Leadership (transactional, transformation al, 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.	<b>Face-to-face</b> 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. <b>Digital Literacy</b> Ask student teachers to search from the internet, the trends	Listen and contribute to the discussion, and make notes on the history of Guidance and Counselling (including the situation in Ghana). <b>Digital Literacy</b> 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.		

		r	1	· · · · · · · · · · · · · · · · · · ·			
			(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	30 minutes	Face-to-face	Face-to-face			
	good leader;		Use shower	Contribute to the discussion on			
	Leadership		thoughts to elicit	misconceptions and barriers to			
	styles and		views of student	counselling and prepare your			
	skills;		teachers on	notes on it.			
			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.				
	Conclusion	10 minutes	Review with student	,			
			teachers, the key	sharing your ideas on what has			
			points discussed in	been learned.			
			the lesson.	For the next lesson, read on			
				principles and types of Guidance			
			Ask student teachers	and Counselling as well as the			
			to read on principles	-			
			and types of	5			
			Guidance and				
			Counselling.	Prepare for the role play.			
			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				
1	In Incore Are		primary.				
Lesson assessments –	in-lesson Assess	ment (Peer Asse	essment and Group Repo	JIL.			
evaluation of learning: of, for	Fach Mixed abili	ty/gender group	s select one loadorship	style and its implications for school			
and as learning within the lesson				style and its implications for school			
1655011	administration and management. Students draw examples and illustrations from STS						
	experiences. This should be part of the subject portfolio.						
	NTS 2c: Has secure content knowledge, pedagogical knowledge, and pedagogical content						
	knowledge for the school and grade they teach.						
	אוטאובעצב וטו נווב גנווטטו מווע צומעב נוובץ נצמנוו.						

	NTS 2d. Manages hebryiour and learning with small and large classes
	NTS 3d: Manages behaviour and learning with small and large classes.
	<b>NTS 3e:</b> Employs a variety of instructional strategies that encourages student participation and critical thinking.
Instructional Resources	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials:</i>
	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). <i>Creative approaches: Professional</i>
	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.
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	ed.). London: Kogan Page.
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	Dampson, D.G. (2015). Educational leadership: Theory and practice. Cape Coast: Edsam
	Publishers.
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	Middlewood, D., & Lumby, J. (2008). Human resource management in schools and colleges.
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	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.

Year of B.Ed. 4	Semes	ter 2	Place	Place of lesson in semester		123456789101112				
Title of Lesson	Communication, decision mak Upper Primary Schools			and supervis	ion in inclusive	Lesson Duration	3 Hours			
Lesson description	In this le schools. decision r primary s will be de	In this lesson, student teachers will explore ways and channels of communicating in basis 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 the primary school 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) Possible barriers to	Student t year and practices. primary s	Student teachers have been involved in STS in different learning environments since the first year and might have therefore observed various school administration and management practices. They might have experienced various modes of communication, supervision in the primary school. Student teachers have not been administrators and managers before								
learning in the lesson Lesson Delivery – chosen to support student teachers in achieving the outcomes	sson Delivery –     Face-to-     Practical     We construct the symptotic symptotic symptot the symptot sy		Work- Based Learning	Seminars [√]	Independent Study [ √ ]	E-learning opportunities [√]	Practicum [√]			
Lesson Delivery – mai mode of deliver chosen to suppor student teachers i achieving the learnin outcomes.	y should be t e-learning internet g Seminars Practical	<ul> <li>Face-to-face: Both teacher and student-led approaches such as discussions of varying kinds should be used.</li> <li>e-learning opportunities: Student teachers will explore and search for information from the internet</li> <li>Seminars: both Individual and group presentations of projects should be encouraged.</li> <li>Practical Activity: Students review work samples of learners and other records to explain progress or barriers to learning</li> </ul>								
The overarchin outcome, what yo want the studen teachers to achieve serves as a basis for th learning outcomes. A expanded version of th description. Write in full aspects of the NTS addressed	the admin t , e n	Exhibit understanding and application of communication, decision-making, and supervision in the administration of inclusive basic schools (NTS 1e, 2d, 3f).								
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning</li> </ul>	Outcomes		Learning Indicators		issues – transferable inclusivity, addressing	transferable skills, inclusivity, equity, and addressing diversity. How will these be addressed or				
outcome	applicatic communi making, s the ac	cation, de and supervis dministration basic schools	of cision- ion in of 2. s <b>(NTS</b>	of of the conceptsof n- communication, decision- in making, and supervision. of 2. Provide evidence that they			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	ir S 4. S u s e a ir		ivities to achieve outcomes y mode selected. Teacher-led or independent. Student Activity
Communication, decision making, and supervision in inclusive Upper Primary 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 respond 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 the information provided by students	Student teachers think-pair and share information on the meaning of effective communication in schools.
	Processes, types, and channels of communication Barriers and guide to effective 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 the	Students work in their groups on various topics and present to the class for discussion drawing from their STS experiences.
	Meaning and importance of decision making	20 minutes		presentation <b>Pyramid Discussion:</b> 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.	The student should draw on their STS experiences to come up with the meaning and importance of decision making in a pyramid fashion and share with the class.

r	1		1	
			The information	
			generated should be	
			shared with the class.	
	Effective ways	40 minutes	Lecturette and concepts	Share STS experiences
	to involve		maps:	teacher participation in
	teachers in		Let students share their	decision making and
	decision-making		STS observation on how	effectively this can be done.
			heads involved teachers	
			in decision making. Lead a discussion on how	
			school administrators	
			can effectively involve teachers in decision	
			making.	
			Organise information	
			provided with concept	
			maps	
	Meaning and	10 minutes	Lecturette and	Student think-pair and share
	the need for	10 mmutes	Discussion:	their experiences and
	supervision		From students' STS	meaning of school
			experiences, guide them	supervision.
			to explain supervision.	
			Let them think-pair and	
			share their thoughts	
	Types and	40 minutes	Group work:	Students work in their
	models of		Put students into	groups to develop a matrix
	supervision,		gender-mixed groups to	of the types and models of
	with emphasis		explore the various	supervision assigned for
	on clinical		models and types of	them to work on.
	supervision		supervision.	
			Guide them to develop a	
			matrix of these with	
			their unique features or	
		10	characteristics.	Cturdente une du ere
		10 minutes	Conclusion and	Students work on
			Summary:	assignments and present
			Summarise lessons and	during the next lesson.
			give an assignment for students to work on and	
			present the following	
			week.	
Lesson assessments –	Formative Assess	ment: In lesson Ass		I
evaluation of learning:				nunication and participation in
of, for and as learning			e. This should be part of the	
within the lesson				2
Instructional Resources	Projectors, mobile	e phones		
Required Text (core)	Amanchukwu P	N Stanloy G	(0)	review of leadership theories,
Required Text (core)				management. <i>Management, 5</i>
	<i>(1),</i> 6-14.	and styles and the		management. Munugement, J
		kel. C. G. (2012). Fd	ucational administration: Th	eory, research, and practice
		ew York: McGraw-H		,,
			ucational and school goals: [	Duties of headteachers of
			_	actice, 5 (1), 64-72. ISSN 2222-
		ne), ISSN 2222-1735		
		ww.iiste.org.		
		-	adteachers' handbook. Accra	a: Ministry of Education.
	Ghana Education	n Service (2010). <i>Sci</i>	hool management committe	e handbook. Accra: Ministry of
	Education.			
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	Learning.
	Annoh, K. (2003). Education studies. Kumasi: Payless publications.
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	Bush, T. (2012). Theories of educational leadership and management (4 <sup>th</sup> ed.). London: SAGE.
	Bush, T. & Bell, L. (2005). <i>The principles and practice of educational management</i> . London: Chapman Publishing Ltd.
	Bush, T. &Middlewood, D. (2006). Management of people in education. London: Paul Chapman
	Publishing Ltd.
CPD needs	Types and models of effective supervision in schools; clinical supervision

Year of B.Ed. 4	Semester 2	Place of	lesson in sem	lester	12345678	9 10 11 12	
Title of Lesson	Roles and responsib	lities of educa	ational agenci	es and	Lesson	3 Hours	
Lesson description	bodies in GhanaDurationThe 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 the roles they play in teacher appraisals and supervision will be discussed.						
		Various teaching techniques and assessment practices will be employed to enable student teachers to understand the role they play in the broad scheme of things.					
Previous student teacher knowledge, prior learning (assumed)	Students are familia school supervision opportunity to obse	in Ghana. I ve their activ	Ouring STS in ities in their v	schools, tl arious school	hey might have Is of practice.	also had the	
Possible barriers to learning in the lesson	Student teachers mainstitutions in their s	chools of pra	ctice.	-			
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face- Practical to-face Activity	Work- Based Learning	Seminars [√]	Independer Study	opportuniti	Practicum es [V]	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Both to should be used. e-learning opportun internet Seminars: both Indiv	<ul> <li>e-learning opportunities: Student teachers will explore and search for information from the internet</li> <li>Seminars: both Individual and group presentations of projects should be encouraged.</li> <li>Practical Activity: Students review work samples of learners and other records to explain</li> </ul>					
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		Demonstrate knowledge and understanding of the roles, responsibilities, and functions of various government bodies and institutions in school administration and supervision. NTS					
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	Learning Outcomes	Learn	ing Indicators	i: s a t	dentify which ssues – core ar skills, inclusivity addressing diver shese be a developed?	nd transferable , equity, and	
	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	I response SMC, NIB, 2. Exam 6 MOE 3. Exam appri 1 school	iss the roles a possibilities of ( PTA, DEOC, N NTC, etc nine the functi GES, SMC, PTA , NIB, NTC, etc nine the criteri aising teacher ols	GES, c MOE, c ons of p , DEOC, c c d a for lu s in basic e	Students will deve communication a collaboration skill chrough working i pairs and small gr critical thinking, p development and earning will be examining and cheir experiences	nd s n oups. ersonal lifelong developed by interrogating	

Topic Title:	Sub-topic	Stage/	Teaching and learning activit depending on the delivery m	
		Time	collaborative group work or i	
			Teacher Activity	Student Activity
Role and responsibilities of educational agencies and bodies in Ghana	Introduction	10 minutes	Through questions, review previous lesson and select individuals to present assignment on reflections	Student present their reflections for students to make inputs or ask questions
	Role of GES, SMC, PTA, DEOC, MOE, NGOS, National Inspectorate Board, National Teaching Council in the supervision and administratio n of inclusive basic schools	70 minutes	Lecturette and Group work: Provide a brief overview of 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	Students work on the selected institution in groups and make powerpoint 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 the appraisal of teachers and discuss them. 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.	Students participate in the discussion and provide relevant responses.
	Challenges of supervision in inclusive Upper Primary 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 it with peers.	Students work in pairs to identify challenges confronting supervision. They should work in whole- class discussions prioritise

	Ministries and Agencies that provide services to	30 minutes	Guide students to organise the information and help them prioritise them from 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 Lecturette and group work: Introduce students to some agencies and NGOs	them and provide solutions to them. Students participate in identifying agencies and NGOs and the kinds of
	the disabled		supporting and providing services for the disabled. Discuss with students their focus and what other services require support from institutions	support provided.
			Conclusion and Summary: Summarise lesson and guide students to polish presentation done in the lesson by incorporating suggestions	Students work on assignments and present them before the next lesson.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Formative Asse Presentation o			us institutions and agencies.
Instructional Resources	Projectors, mot	ile phones		
Required Text (core)	principles, (1), 6-14. Hoy, W. K. &Mi (7 <sup>th</sup> Ed.). N Esia-Donkoh, K. public bas 2222-288. Ghana Educatic	, and styles and skel, C. G. (2012 Jew York: McGr (2014). Attaini ic schools in Gh K (Online), ISSN In Service (2010 on Service (2010	their relevance to educational 2). Educational administration: raw-Hill Book Company. ng educational and school goals nana. Journal of Education and 2222-1735 (Paper). URL: http:/ )). Headteachers' handbook. Acc	s: Duties of headteachers of <i>Practice, 5</i> (1), 64-72. ISSN //www.iiste.org.
Additional Reading List	Learning. Annoh, K. (200 Armstrong, M. ed.). Londo Bush, T. (201: SAGE. Bush, T. & Bel Chapman F Bush, T. & Min	<ul> <li>D3). Education s</li> <li>(2009). Armstr</li> <li>m: Kogan Page.</li> <li>2). Theories of</li> <li>J. L. (2005). The</li> <li>Publishing Ltd.</li> </ul>	tudies. Kumasi: Payless publicat rong handbook of human resou educational leadership and m principles and practice of educ	ronto: South-Western Cengage tions. <i>rce management practice</i> (11 <sup>th</sup> <i>nanagement</i> (4 <sup>th</sup> ed.). London: <i>cational management</i> . London: <i>le in education</i> . London: Paul
CPD needs			supervision in schools; clinical s	upervision

Year of B.Ed.	4	Semester	2	Place o	f lesson in se	emester	1234567	8 <b>9</b> 10 11 12
Title of Lesson		School climate and school-community partnership I Lesson <b>3</b> Ho Duration						
Lesson Description Previous student tead		This lesson seeks to provide opportunities for students to discourse the need for school community relationships, the various types, how to promote school-community relationships and ways of promoting such a relationship, leveraging on it for the benefit the development of the school. Experiences of students during STS will be drawn on the enrich the discourse through differentiated instructional techniques and assessment procedures such as group presentations, panel and pyramid discussions, think-pair-sha amongst others.						
knowledge, prior lean (assumed) Possible barriers to	_	-	sizes. Son	ne students	would have	e also practic		nd communities
learning in the lesson				nt to which		hip benefits t	ne school.	may not be able
Lesson Delivery – cho to support student teachers in achieving outcomes		face [V]	Practical Activity	Work- Based Learning	Seminars [ V]	Independen Study [ √]	E-learning opportuniti [√]	Practicum es [V]
Lesson Delivery – mode of delivery cl to support sta teachers in achievin learning outcomes. The overarching outcomes. The overarching outcomes what you want student teachers achieve, serves as a for the learning outco An expanded version the description. Write in full aspects of NTS addressed	hosen udent og the come, the to basis omes. on of	<ul> <li>Face-to-face: Both teacher and student-led approaches such as discussions of varying kinds should be used.</li> <li>e-learning opportunities: Student teachers will explore and search for information from the internet</li> <li>Seminars: both Individual and group presentations of projects should be encouraged.</li> <li>Practical Activity: Students review work samples of learners and other records to explain progress or barriers to learning.</li> <li>Exhibit knowledge and understanding of school climate and school-community partnership (NTS 1e, 1f, 1g, 2f, 3h, 3o).</li> </ul>						mation from the couraged. ds to explain unity partnership
<ul> <li>Learning Outcom the lesson, picke developed from course specificat</li> <li>Learning indicato for each learning outcome</li> </ul>	ed and the tion ors	Learning Ou	utcomes	es Learning Indicators		transfera inclusivit addressir How w	y, equity, and	
		Exhibit knov understandi climate and community (NTS 1e, 1f, 3o).	ing of scho school- partnershi	ol of tl clim p 2. Pro und and clim 3. Pro und type com 4. Sho	ne concept o ate and its ty vide clear ev erstanding o determinant ate. vide evidence erstanding o es, and princi munity part w a clear un	idence of f the importar s of school e of f the meaning ples of school	ing Students collabora through v pairs and critical th developm learning , develope - and inte experience	will develop cation and

			ommunity partnerships and ays to achieve it.			
Topic Title:	Topic Title: Sub-topic		Teaching and learning activities to achieve outcomesdepending on the delivery mode selected. Teacher-ledcollaborative group work or independent.Teacher ActivityStudent Activity			
School climate and school- community partnership I	Introduction	10 minutes	Through questions guide students to reflect on their experiences in their	Student present their reflections for students to make inputs or ask questions		
			schools of practice and to conceptualise what is meant by school climate			
	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	Students participate in the discussion and share their observations and experiences during STS. Students share their understanding of what		
			observations, let students individually think-pair and share what school climate is. Let them compare with literature online or in textbooks	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	Students take part in discussions by sharing information on determinants identifies and the importance of a healthy school climate.		
			share the importance of developing a healthy school climate that facilitates teaching and learning in basic schools			
	Meaning, types, and principles of school- community relationship	50 minutes	Lecturette and group work: Through questions explore students' experiences and observations on the relationship between their schools of practice and surrounding communities	Students participate in discussions by sharing experiences from STS.		
			during STS. Guide students to use their phones to search for types of relationship and their characteristics	Students search the internet for information and share with the whole class		
	The need for an effective relationshi	60 minutes	Lecturette and Debate: Provide a brief overview of the discussion far and divide the class into two	Select students to represent two sides in the debate.		

				,		
	p between		groups. Guide the two			
	basic		groups to select students			
	schools		to represent them in a			
	and the		debate on the need for an			
	communit		effective school-			
			community relationship			
	У					
			since some have argued			
			that some communities			
			unnecessarily interfere in			
			school activities.			
			Let one argue for and the			
			other against the motion			
		10 minutes	Summary and conclusion	Students representing		
			Summarise information	groups present the final		
			provided by both sides	write up to be assessed.		
			using concept maps or			
			webs.			
Losson occorrents	Formative Asses	l omonti la loca		1		
Lesson assessments –				chould be part of the subject		
evaluation of learning: of,		inal debate v	vintes up for assessment. This	should be part of the subject		
for and as learning within	portfolio					
the lesson						
Instructional Resources	Projectors, mobi	le phones				
Description of Teach (second)	A second shares of			we down of the standard bin the sector		
Required Text (core)				review of leadership theories,		
			d their relevance to education	al management. Management,		
	5 (1), 6-14					
				Theory, research, and practice		
			raw-Hill Book Company.			
	Esia-Donkoh, K.	(2014). Attaini	ng educational and school goa	ls: Duties of headteachers of		
	public basic schools in Ghana. Journal of Education and Practice, 5 (1), 64-72. ISSN					
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Year of B.Ed. 4	Semester	2	Place o	f lesson in se	mester	12345678	9 <b>10</b> 11 12
Title of Lesson	School clima	ate and scho	ool-commur	ity partnersh	ip 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 the 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						further provide nool-community. scourse through such as group
Previous student teacher knowledge, prior learning (assumed)	Students just schools of p	presentations, panel and pyramid discussions, think-pair-share amongst others. 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	community	involvemen	nt in schoo		/ be absent	as a result may	nmunities where not be able to
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [√]	Practical Activity [ ]	Work- Based Learning	Seminars [√]	Independer Study [ √]		Practicum es [V]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	should be us e-learning of internet Seminars: b Practical Act progress or	sed. opportunition oth Individu tivity: Stude barriers to l	es: Student ual and grou ents review learning.	teachers will p presentatio work samples	explore and ns of projects of learners a	as discussions of search for infor s should be encou and other records	mation from the uraged. to explain
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	Exhibit knov (NTS 1e, 1f,			ding of schoc	ol climate an	d school-commu	nity partnership
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators</li> </ul>	Learning Ou	itcomes	Lear	rning Indicato	ors	skills, inclusivi addressing dive	h cross-cutting and transferable ty, equity, and ersity. How will addressed or
for each learning outcome	Exhibit knov understandi school clima school-comr partnership <b>1g, 2f, 3h, 3</b> d	ng of ite and munity (NTS 1e, 1f	applic strate delega conflic school 2. Provic under GES, S PTA, ir inclusi	nstrate a clea ation of the a gies for effect ition and hand its in inclusive s and the con le clear evide standing of th MC, Board of n fostering con ve basic schou unity partner	ppropriate ive dling of basic munity. nce of e role of Governors, rdial ol-	0	and ills g in groups. , personal nd lifelong e developed by d interrogating

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 Upper Primary Schools.		Discussion: Through questions guide students to share experiences and observations on conflicts 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	Students participate in the 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-		Group work: Put students into mixed-gender or mixed ability groups. Share institutions amongst them to discuss their role in promoting a cordial school-community relationship.	Students work in assigned groups on various institutions and how they support schools and communities.			
	community partnership.		Guide groups to present reports for peers to ask questions	Students present reports 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			n lesson Assessment ed report for assessment				
Instructional Resources	Projectors, mot	oile phone	S				
Required Text (core)	principl (1), 6-14 Hoy, W. K. &I (7 <sup>th</sup> Ed.) Esia-Donkoh, public b 2222-28 Ghana Educa	es, and st 4. Viiskel, C. . New Yor K. (2014) basic schoo 38X (Onlin tion Servio tion Servio	tanley, G. J., &Ololube, N. P. (2015) yles and their relevance to educatio G. (2012). <i>Educational administratic</i> k: McGraw-Hill Book Company. . Attaining educational and school go ols in Ghana. <i>Journal of Education c</i> e), ISSN 2222-1735 (Paper). URL: htt ce (2010). <i>Headteachers' handbook</i> . ce (2010). <i>School management com</i>	nal management. <i>Management</i> , 5 on: <i>Theory, research, and practice</i> oals: Duties of headteachers of <i>and Practice</i> , 5 (1), 64-72. ISSN tp://www.iiste.org. Accra: Ministry of Education.			

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

Year of B.Ed. 4	Semester	2	Place of lesson in semester			123	8 4 5 6 7 8 9 10	) 11 12	
Title of Lesson	Contempo	Contemporary issues in basic school administration I					Lesson Duration	3 Hours	
Lesson Description	in teacher exams, th period. Ex differentia presentati	This lesson seeks to provide opportunities for students to discuss some contemporary issue in teacher education front in Ghana such as the National Teaching Standards, the licensin exams, the induction and portfolio development, and assessment during the inductio period. Experiences of students during STS will be drawn on to enrich the discourse throug differentiated instructional techniques and assessment procedures such as group presentations, panel and pyramid discussions, think-pair-share amongst others.							
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning	national	Through their STS experiences, student teachers have a good understanding of what the national Teaching Standards are and their domains and also familiar with portfolic development.							
in the lesson Lesson Delivery – chosen to support student teachers in achieving the outcomes		Practical Activity [ ]	Work- Based Learning	Seminars [√]	Independ Study [√]	ent	E-learning opportunities [√]	Practicum [V]	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. The overarching outcome,	<ul> <li>Face-to-face: Both teacher and student-led approaches such as discussions of varying kinds should be used.</li> <li>e-learning opportunities: Student teachers will explore and search for information from the internet</li> <li>Seminars: both Individual and group presentations of projects should be encouraged.</li> <li>Practical Activity: Students review work samples of learners and other records to explain progress or barriers to learning.</li> <li>Demonstrate understanding of professional ethics and values that portray teachers as good</li> </ul>								
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	role models in the school and community (NTS 1c, 1d, 1f, 1g, 2a, 2c, 3n, 3o).								
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	Learning (	Dutcomes	Le	arning Indic	ators	skills addr these	es – core and s, inclusivity, essing diversity	equity, and	
	values teachers models in communit		of Nation and Standa tray their e role 2. S and unders 1d, teache good	ards that in xperiences. how evide standing o	Teachers' relate to ence of of how become	comi colla throu pairs critic deve learn exam	ents will develop munication and boration skills ugh working in and small group cal thinking, perso elopment and life ning will be do nining and interr riences from STS	is. onal long eveloped by ogating their	

Topic Title:	Sub-topic	Stage/ Time	Teaching and learning activities to a depending on the delivery mode se collaborative group work or indepe	lected. Teacher-led		
			Teacher Activity	Student Activity		
Contemporary issues in basic school administration	Introduction		Review student teachers' knowledge of the NTS and their domains.	Students participate in discussions through contributions		
	21 <sup>st</sup> Century teaching skills		Lecturette and independent learning: Provide a brief overview of what the 21 <sup>st</sup> -century skills are. Guide students to work in groups to identify 21 <sup>st</sup> Century teaching skills and how they can be developed through teaching using powerpoint.	Students work in groups to search for information and present.		
	Professional standards (National Teachers' Standards for		Get a resource person from the Education office to speak on the professional standards, code of ethics, gender, and SEND issues.	Students participate through questions and contributions		
	Ghana), and Code of Ethics, including Gender and SEND		Resource person should also explain the progression and promotion of teachers in GES and expectations			
	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.	Other peers participate through questions and contributions.		
			Lead discussion on how to address burnout within the first few years to avoid early career turnover.			
			Summary and conclusion: Summarise lesson and let students revise write up on 21 <sup>st</sup> - 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		ne writeup	sson Assessment o on 21 <sup>st</sup> -century skills and how they c of the subject portfolio.	an be developed through		
Instructional Resources	Projectors, mobile	phones				
Required Text (core)	<ul> <li>Amanchukwu, R. N., Stanley, G. J., &amp;Ololube, N. P. (2015). A review of leadership theories, principles, and styles and their relevance to educational management. <i>Management</i>, <i>5 (1)</i>, 6-14.</li> <li>Hoy, W. K. &amp;Miskel, C. G. (2012). <i>Educational administration: Theory, research, and practice</i> (7<sup>th</sup> Ed.). New York: McGraw-Hill Book Company.</li> <li>Esia-Donkoh, K. (2014). Attaining educational and school goals: Duties of headteachers of public basic schools in Ghana. <i>Journal of Education and Practice</i>, <i>5</i> (1), 64-72. ISSN 2222-288X (Online), ISSN 2222-1735 (Paper). URL: http://www.iiste.org.</li> <li>Ghana Education Service (2010). <i>Headteachers' handbook</i>. Accra: Ministry of Education.</li> </ul>					

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

Year of B.Ed. 4	Semester	2	Place of le	Place of lesson in semester         1 2 3 4 5 6 7 8 9 10 11				
Title of Lesson	Contempor	Contemporary issues in basic school administration I Lesson 3 Hours Duration						3 Hours
Lesson Description	This lesson seeks to provide opportunities for students to discuss some contemporary issu in teacher education front in Ghana such as the National Teaching Standards, the licensin 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 throug differentiated instructional techniques and assessment procedures such as group presentations, panel and pyramid discussions, think-pair-share amongst others.							the licensing he induction burse through h as group
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning	national Te	Through their STS experiences, student teachers have a good understanding of what th national Teaching Standards are and their domains and also familiar with portfoli development.						
in the lesson								
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [√]	Practical Activity [ ]	Work- Based Learning	Seminars [ √ ]	Independe Study [√]		E-learning opportunities [√]	
Lesson Delivery – mair mode of delivery chosen to support student teachers ir achieving the learning outcomes.	should be u e-learning internet Seminars: b	<ul> <li>Face-to-face: Both teacher and student-led approaches such as discussions of varying kinds should be used.</li> <li>e-learning opportunities: Student teachers will explore and search for information from the internet</li> <li>Seminars: both Individual and group presentations of projects should be encouraged.</li> <li>Practical Activity: Students review work samples of learners and other records to explain</li> </ul>						tion from the raged.
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	role models	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).						
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	Learning O	Learning Outcomes Learning Indicators				issu ski ado the	entify which ues – core and Ils, inclusivity, dressing divers ese be ad veloped?	transferable equity, and
	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).		of Teachers d to their e y 2. Sh e understa ol could be <b>S</b> the school	<ol> <li>Identify the major National Teachers' Standards that relate to their experiences.</li> <li>Show evidence of understanding of how teachers could become good models in the school and community.</li> </ol>			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	e work or independent.			ieve outcomes er-led collabora	depending	
Contemporary issues in basic school administration	Introductio	n	Review knowledg	Teacher ActivityReviewstudentknowledge of the NTS and theirdomains.			ident Activity idents participa cussions throug ntributions	

	21 <sup>st</sup> Century	Lecturette and independent	Students work in groups to				
	teaching skills	learning: Provide a brief overview of what the 21 <sup>st</sup> -century skills are. Guide students to work in groups to identify 21 <sup>st</sup> Century teaching skills and how they can be developed through teaching using powerpoint.	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 the progression and promotion of teachers in GES and expectations	Students participate through questions and contributions				
	Licensing of teachers by the National Teaching Council	Get a resources person or personnel with in-depth knowledge on teachers licensing exams, its purpose, importance, and implications; induction period and portfolio development for assessment	Students participate through questions and contributions				
	Professional development	Student-led discussion on the need for teachers continuing professional development and lifelong learning. Lead discussion on how to address burnout within the first few years to avoid early career turnover.	Other peers participate through questions and contributions.				
		Summary and conclusion: Summarise lesson and let students revise write up on 21 <sup>st</sup> -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		nent: In lesson Assessment e writeup on 21 <sup>st</sup> -century skills and how	v they can be developed through				
Instructional Resources	Projectors, mobile phones						
Required Text (core)	principles, and (1), 6-14. Hoy, W. K. &Miskel (7 <sup>th</sup> Ed.). New Y Esia-Donkoh, K. (20 public basic sch 2222-288X (On http://www Ghana Education Se	A, Stanley, G. J., &Ololube, N. P. (2015). styles and their relevance to education , C. G. (2012). <i>Educational administration</i> (ork: McGraw-Hill Book Company. 14). Attaining educational and school go nools in Ghana. <i>Journal of Education and</i> line), ISSN 2222-1735 (Paper). URL: wiiste.org. ervice (2010). <i>Headteachers' handbook. I</i> ervice (2010). <i>School management com</i>	al management. <i>Management, 5</i> n: <i>Theory, research, and practice</i> als: Duties of headteachers of <i>d Practice, 5</i> (1), 64-72. ISSN Accra: Ministry of Education.				

Additional Reading List	<ul> <li>Achua, C. F., &amp; Lussier, R. N. (2013). Effective leadership. Toronto: South-Western Cengage Learning.</li> <li>Annoh, K. (2003). Education studies. Kumasi: Payless publications.</li> <li>Armstrong, M. (2009). Armstrong handbook of human resource management practice (11<sup>th</sup> ed.). London: Kogan Page.</li> <li>Bush, T. (2012). Theories of educational leadership and management (4<sup>th</sup> ed.). London: SAGE.</li> <li>Bush, T. &amp; Bell, L. (2005). The principles and practice of educational management. London: Chapman Publishing Ltd.</li> <li>Bush, T. &amp; Middlewood, D. (2006). Management of people in education. London: Paul Chapman Publishing Ltd.</li> </ul>
CPD needs	Early career teacher expectations, promotion, and how to deal with burnout in the first few years to avoid early career turnover.

Year of B.Ed.	4	Semester	emester 2 Place of lesson in semester 12					891011	12 13
Title of Lesson		REVISION W	REVISION WEEK Lesson Durati						3 Hours
Lesson Descriptio		This weeks' interaction will provide the opportunity for review of various topics and treated. Seemingly difficult and critical concepts will be discussed further to provide teachers with deeper insights and understanding whiles drawing from their expeduring the STS. Various delivery techniques and strategies such as discussion, a talkin debate, dramatization, and appropriate talk for learning approaches will be deployed to the session more practical.							vide student experiences alking point, ved to make
Previous student knowledge, prior (assumed) Possible barriers	learning	managemer	Students have been exposed to all the topics and have also observed administrati management practices in schools of practice during the STS.						
in the lesson Lesson Delivery – support student t achieving the out	eachers ir	face [v]	Practical Activity [ ]	Work- Based Learning	Seminars [√]	Independer Study [√]	oppo [√]		Practicum [√ ]
Lesson Delivery mode of delivery support student t achieving the outcomes.	<ul> <li>main</li> <li>chosen to</li> </ul>	<ul> <li>should be u</li> <li>e-learning of</li> <li>internet</li> <li>Seminars: b</li> <li>Practical Act</li> </ul>	Face-to-face: Both teacher and student-led approaches such as discussions of varying kind should be used. e-learning opportunities: Student teachers will explore and search for information from						on from the
The overarching what you want th teachers to achie as a basis for th outcomes. An version of the des Write in full aspe NTS addressed	he studen eve, serve e learning expanded scription.	t administrati s g			knowledge, f basic schools				
<ul> <li>Learning Out the lesson, pi developed fro course specif</li> <li>Learning india each learning</li> </ul>	cked and om the ication cators for	Learning Ou	ıtcomes	L	earning Indica	tors	cu tra in ac Ho ac	dentify wh utting issues ransferable nclusivity, e ddressing ow will ddressed eveloped?	s – core and skills, equity, and diversity.
		Demonstrat content kno understandi relevant to administrati managemen schools in G 1c,d,e,f,g; 2	wledge, ing, and ski the ion and nt of basic hana. NTS		show evidence understanding between admi management k reflective note and observatic Demonstrate a of various lead schools of thou mplications fo administration dramatization Draw on STS ex explain the fur administration observations.	of difference nistration an oy writing s on experier ons during ST in understand ership styles ught, and the r school through and role play eperiences to octions of	es co d co th nces pa 5. cr ding de ir lea de ar . ex	eveloped by	on and skills ing in all groups. ng, personal and will be y examining gating their

			4.	Demonstration appropriate an 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 minu	tes	Review student teachers' previous knowledge. Through questioning explore their knowledge and understanding of various topics and themes treated across the semester.	Students participate through responses and sharing topics they find challenging.		
				Deploy various talk for learning approaches, collaborative and experiential learning approaches, and student-led discussions and sessions in dealing with topics.	Students take part in the 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 respond to colleagues' questions.		
				Summary and Conclusion Provide a summary of semester activities and provide information on nature if summative/end of			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Summative Asses Students will be e essay type items.			semester examinations	ester using both objective and		
Instructional Resources	Projectors, mobile	e phones					
Required Text (core)	principles, a (1), 6-14. Hoy, W. K. &Misk (7 <sup>th</sup> Ed.). Ne Esia-Donkoh, K. (2 public basic 2222-288X Ghana Education Ghana Education of Educatio	and styles eel, C. G. (2 ew York: N 2014). Att c schools in (Online), I Service (2 o Service (2 n.	and 2012 1cGr ainir n Gh SSN 2010 2010	5. J., &Ololube, N. P. (2015). A their relevance to educational i ). Educational administration: Th aw-Hill Book Company. Ing educational and school goals: ana. Journal of Education and F 2222-1735 (Paper). URL: http:// ). Headteachers' handbook. Acco )). School management commit	management. <i>Management, 5</i> heory, research, and practice Duties of headteachers of Practice, 5 (1), 64-72. ISSN www.iiste.org. ra: Ministry of Education. tee handbook. Accra: Ministry		
Additional Reading List	<ul> <li>Achua, C. F., &amp; Lussier, R. N. (2013). Effective leadership. Toronto: South-Western Cengage Learning.</li> <li>Annoh, K. (2003). Education studies. Kumasi: Payless publications.</li> <li>Armstrong, M. (2009). Armstrong handbook of human resource management practice (11<sup>th</sup> ed.). London: Kogan Page.</li> <li>Bush, T. (2012). Theories of educational leadership and management (4<sup>th</sup> ed.). London: SAGE.</li> <li>Bush, T. &amp; Bell, L. (2005). The principles and practice of educational management. London: Chapman Publishing Ltd.</li> </ul>						

	Bush, T. & Middlewood, D. (2006). <i>Management of people in education</i> . London: Paul Chapman Publishing Ltd.
CPD needs	

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