

Four-Year B.Ed. Course Manual

Child Growth & Development









GOVERNMENT OF GHANA









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.

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

USING THIS MANUAL

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

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

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

Course Manual Writing Proforma

A. Course Information

Title Page

i. The vision for the New Four-Year B.Ed. Curriculum

To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners

ii. Course Details Course name Child Growth and Development Pre-requisite Course Level 200 Course Code Credit Value 3 Table of contents

1. Goal for the Subject or Learning Area

2. Course Description

This course is designed to expose early grade student teachers to the development and functions of different parts of the brain from birth to eight years. Student teachers will also examine the processes of brain development during early childhood years. Additionally, they will be guided to interrogate various learning theories, language development theories and development across the domains with their educational implications for the early grade learners. Student teachers will also examine how developmentally appropriate indoor and outdoor learning environment are created to facilitate development in all the domains of early learners. In the delivery of the course, differentiated interactive and assessment procedures such as individual and mixed ability group projects, presentations, assignments and peer assessment strategies will be employed to help student teachers examine the educational implications of concepts, theories and principles. This would thus equip them with the knowledge, skills and strategies for identifying the main developmental milestones of children in early childhood in order to support the learning of all children in diverse early grade learning environments (NTS 2e, d, 3g, 3f)

3. Key contextual factors

Teaching early grade learners requires a deep knowledge and understanding of the characteristics of children at the early grade level. Therefore, an early grade teacher education programme needs a greater focus on exposing student teachers to various unique characteristics of early grade learners in Ghana, which significantly impacts their learning. This exposition will equip student teachers to be able to identify the significant milestones in child development to enable them use developmentally appropriate instructional, assessment and classroom management strategies that cater for diverse learner characteristics and abilities. Early grade teachers will also be equipped to employ differentiated assessment, classroom and behaviour management approaches that meet the varying needs of all early grade learners. It is against this backdrop this course has been designed.

4. Co	ore and transferable skills and cross	cutting issues, i	including equity and inc	lusion	
	ourse Learning Outcomes oful completion of the course, stude e to:	nt teachers	6. Learning Indi		
and functi principles (birth to 8 early grade CLO 2. D learning t	monstrate an understanding of the ons of different parts of the brain for brain development during easy years) and their educational impled learners (NTS 2e). emonstrate knowledge and applituheories and their educational in arning of all children in diverse e TS 2e).	and the core arly childhood ications for all cation of the applications to	functions. 1.2 Examine the core of all early grainplications for all 2.1 Compare and cont and how they are supported teachin 2.2 Examine how the t	heories are applied in enhancing earners in early grade settings during	
intellectua children fro	nonstrate knowledge and understan I, psycho-social and physical develor om birth to eight years and their eduns of sor all early childhood learners (N	oment of ucational	3.1 Identify the main c various domains a level expectations 3.2 Examine the educa	levelopmental milestone across the nd how they reflect the early grade	
theories ar that influe	nonstrate knowledge and understan nd stages of language development a nce language acquisition and develo varying learning contexts (NTS 2e, 3	and the factors pment of all	4.1 Compare and cont development in ch 4.2 Distinguish betwee development and	rast the various theories of language	
CLO 5. Demonstrate knowledge and understanding of how to create a developmentally appropriate indoor and outdoor learning environments to promote the cognitive, socioemotional and physical development of all early grade learners in diverse early grade settings during supported teaching and homes (NTS 2e, 3f). CLO 6. Demonstrate knowledge and use of various instructional and creative behaviour management strategies to support the learning of all early childhood learners in inclusive and multigrade settings during supported teaching in schools (NTS 3b, 3f).			 5.1 Identify the various ways of creating an indoor and outdoor learning environment that promotes the cognitive development of all early grade learners. 5.2 Design an indoor and outdoor learning environment that facilitates the socio-emotional development of all early grade learners during supported teaching in schools. 5.3 Examine an indoor and outdoor learning environment that promotes the physical development of all early grade learners during supported teaching in schools. 5.4 Examine the various ways of involving parents in the learning of early grade learners and assisting them in creating DAP home environments to stimulate development across the domains. 6.1 Distinguish between the concepts instructional management and behaviour management. 6.2 Compare and contrast the various instructional management approaches and evaluate their in early grade setting during supported teaching. 6.3 Apply creative approaches to manage behaviours 		
7. Course Content			exhibited by early to promote the lea	grade learners including those with SEN arning of all early grade learners in e settings during supported teaching in	
Unit	Topic	Sub-	-topic if any)	Teaching and learning activity to	
1	Brain development from birth to eight years	1.1Parts of the brain and 1.2 Functions; synapses and the three core principles for brain development 1.3 Educational implications		Use Know, Want to know and learnt techniques to initiate discussion on the brain; use animations, videos from YouTube, solid and cross section models on development and functions of parts of the brain; tutor-led discussions on functions of parts of the brain, neural	

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	La continua de la con	24 Count of Inspire	synapses and audio-visuals on the three core principles for brain development of children and their implications for learning.
2	Learning theories	2.1 Concept of learning; 2.2 Theories of learning 2.2.1 Behavioural theories (Pavlov, Skinner & Thorndike); 2.2.2cognitive theories (Piaget); Constructivist theories (Vygotsky); 2.3 Educational implications of learning theories for early grade learners	Use audio-visuals and animations on learning theories; Panel/pyramid discussion or talking point sessions to compare and contrast the learning theories and how they apply to the teaching and learning of all early grade learners.
3	Child development across the domains from birth to eight years	3.1 Intellectual development; 3.2 Psycho-social development; 3.4 Physical development; educational implications for early grade learners	Use concept cartooning to initiate discussion on child development across the three domains of learning; use concept mapping and animations to track the major development milestones of early childhood learners in each domain; mixed ability group presentation on the implications of the milestones to the learning of early grade learners
4	Language acquisition and development in early childhood	 4.1 Theories of language acquisition; 4.2 Stages of language development; 4.3 Factors affecting language development; 4.4 Factors promoting language acquisition; 4.5 Educational implications of language development for early grade learners 	Use audio-visuals, animations and simulations to initiate discussion on language acquisition; lecturer-led discussions on theories of language acquisition and stages of development; panel discussion and group presentation on factors influencing and promoting language development and educational implications for early grade learners.
5	Designing Developmentally Appropriate (DAP) indoor & outdoor learning environment for early grade learners	5.1The concept developmentally appropriate indoor/outdoor learning environment; 5.2Developmentally appropriate cognitive environment; 5.3 Developmentally appropriate socio- environment; 5.4 Developmentally appropriate physical environment	Fieldtrip to some model/more and less endowed and early grade schools for observation; Use talk for learning approaches for conceptual issues; audio-visuals, animations and models and posters to stimulate discussion on designing and creating DAP indoor and outdoor learning environment to promote intellectual, socioemotional, creativity and physical development of early graders; group presentation on principles and elements for creating indoor and outdoor environments for each domain; use concept mapping to organise information provided
6	Parental involvement in Designing Developmentally Appropriate (DAP) indoor & outdoor learning environment for early grade learners	6.1The concept parental involvement; 6.2 Teachers role in involving parents; 6.3 Parents creating developmentally	Use talk for learning approaches for conceptual issues; audio-visuals, animations and models and posters of DAP indoor and outdoor home environment to promote intellectual,

		appropriate cognitive, 6.4 Socio-emotional and physical home environment.	socio-emotional, creativity and physical development of early graders; group presentation on conditions for indoor and outdoor home environments for each domain; use concept mapping to organise information provided
7	Early grade classroom and behaviour management	7.1The concepts of instructional 7.2Classroom Management and behaviour management; 7.3Moral development theories (Piaget and Kohlberg); 7.4 Early grade classroom management approaches; 7.5creative approaches to behaviour management of early graders; 7.6 behaviour management of early graders with SEN	Use concept mapping to initiate discussion on conceptual issues; lecturer-led discussion on moral development instructional management approaches; Role play and dramatization of various scenarios of behaviour; analysis of cases and reflective notes on different classroom scenarios from audiovisuals; co-planning and co-teaching with SEN specialist on creative approaches for managing behaviour of early graders with SEN using audiovisuals and animations

2. Teaching and Learning Strategies

3. Course Assessment Components

¹Component 1: Subject Portfolio Assessment (30% overall score)

- Selected items of students work (3 of them -10% each) = 30%
- Midterm assessment = 20%
- Reflective Journal = 40%
- Organisation of the subject portfolio = 10% (how it is presented /organised)

NOTE

Quiz on functions of parts of the brain and neural synapses, theories of learning and implication for early grade learners; the major human development milestones across the domains of early childhood (birth-8years) and their educational implications for early learners. (core skills to be developed: critical)

Assesses Learning Outcomes: CLO 1, 2 and 3

²Component 2: Subject Project: (30% overall semester score)

- Introduction, a clear statement of aim and purpose of the project = 10%
- Methodology: what the student teacher has done and why to achieve the purpose of the project = 20%
- Substantive or main section = 40%
- Conclusion = 30%

NOTE

Project and presentations on factor that influence and promote language and its implications for early learners or on a compilation of creative approaches to managing behaviours of early grade learners including specific SEN issues during supported teaching in schools (core skills to be developed: critical thinking, collaboration and communication, respect for diversity and inclusion, personal development)

Assesses Learning Outcomes: CLO 4 and 6

Component 3: End of Semester Exams 40%

NOTE

End of semester group project (not more than 5 student teachers) on selection of a less endowed early grade school in nearby communities during supported teaching in schools; designing and presenting an action plan for creating DAP indoor and outdoor intellectual/ creative, socio-emotional and physical learning environment and assisting the school to implement plan; presentation of final report on project with pre and post implementation pictures to map progress at various stages (for gallery work and peer assessment). [These artefacts should be part of portfolio].

(core skills to be developed: critical thinking, respect for diversity, collaboration and communication, digital literacy, personal

¹ See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP

² See rubrics on Subject Project Assessment in Annex 6 of NTEAP

development, creativity)

Assesses Learning Outcomes: CLO 5

4. Required Reading and Reference List

Core Texts:

wicki, C. (2007). Developmentally appropriate practice. Curriculum and development in early education. Clifton Park: Thompson Delmar Learning

Additional reading list:

nmah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures

linder, D. C., & Calfee, R. C. (Eds.) (2006). *Handbook of educational psychology*. New York: Macmillan, Brown and Benchmark. k, L. E. (2012). *Infants and children: Prenatal through middle childhood* (7th ed.). Toronto: Allyn & Bacon.

nfenbrenner, U. (2009). The ecology of human development: Experiments by nature and design. Cambridge, Massachusetts: Harvard University Press.Dacey, J. S., Travers, J. F., & Fiore, L. (2008). Human development: Across the lifespan (7th ed.). Boston: McGraw-Hill.

carelli, S. K., & White, J. N. (2009). *Psychology*. New Jersey: Pearson Education, Inc. nrod, J. E. (2014). *Essentials of educational psychology* (4th ed.). New Jersey: Pearson.

pong Frimpong, S., & Amissah, P. A. K. (2009). *Psychology of adolescence*. Accra: Emmpong Press.

lton, F. & Brownhill S. (2008). Effective behaviour management in the primary classroom. England: Open University Press den, V. J. W. (1993). Human development. (5th ed.). McGraw-Hill: USA.

FTTT Manuals (Sabre Education)

T-tel Education manuals

Universities and Colleges ECE modules/programmes

TESSA documents

Teaching and Learning resources

- 1. Solid and cross section models of the brain
- 2. Audio-visuals and animations from YouTube
- 3. Projectors and computers
- 4. FTTT manuals (SABRE Education), Teacher reference handbook
- 5. Flip Charts and markers

6. Course related professional development for tutors/ lecturers

■ 2 3 4 5 6 7 8 9 10 11 12		Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Brain Develo	Brain Development from Birth to Eight Years Lesson Duration 3 hours							
Lesson description	This lesson introduces student teachers to how a child's brain develops. It will expose student teachers to evidence from neuroscience to help them appreciate the importance of stimulating and strengthening connections in brain cells. The lesson will also highlight the functioning of some key parts of the brain and the educational implications of the evidence on brain development.								
Previous student teacher knowledge, prior learning (assumed)	Student teaduring STS. See how the This first less	Student teachers have observed early grade learners taking through various experiences during STS. Some also stay with children between in their home and neighbourhood and they see how these children interact with the environment as thy grow up. This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course.							
Possible barriers to	The concept	of brain d	evelopme	ent can appear co	omplex for stud	ent teac	hers if no	t presented	
learning in the lesson			_	nd videos to facil					
Lesson Delivery – chosen to support students in achieving the outcomes		Practical Activity	Work- Based Leaning []	Seminars ✓ []	Independent Study [V]	e-learr opport	ning tunities	Practicum []	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Student teachers meet with their tutors/lecturers on daily basis Practical Activity: Hands-on, activity based activities are enhanced on daily basis Seminars: Regular seminar to present on specific assigned tasks Independent Study: Student teachers do independent study to build their portfolios and prepare notes on salient points daily Practicum:School visitswill be done by student teachers to observe and practise teaching as well.								
Learning Outcome	Learning Ou	tcomes:		Learning Indica	tors:	Core s		ross-cutting	
for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	the brain principles developmen childhood (land the implications learners.	issue ionstrate ions					skills targeted include nunication, critical ng, collaboration, vation and enquiry digital literacy,		
Topic:	Sub topic	Stage	/time	Teaching and le depending on d collaborative gr	lelivery mode s	elected.	Teacher	led,	
				Teacher Activity	-			dent	
Brain Development from Birth to Eight Years		Introc 15mir	luction:	Ask student tea on sticky notes expect to gain/I going through t Child Growth & and display on t Ask a student to through the exp displayed and p CLOs of the cou	what they earn from he lesson, Development, the wall. eacher to read pectations resent the	sticky expect course reading A stuck the ex	nt teache notes the tations fr e and disp	ers write on eir om the olay for through	

T			
		students an idea of what to	
		expect from the course.	
The Course Manual	Stage 1: 30mins	Discussion Review student teachers' knowledge of the course manual by asking them to describe the structure of the course manual and its usefulness in facilitating learning in the course.	Discussion Student teachers describe the structure of the course manual. Student teachers share the usefulness of the course manual in pairs and present to the whole class for discussion.
		rearring in the course.	class for discussion.
	Stage 2: 75 mins	E-learning & Discussion Show a video on brain development in children and facilitate a discussion about brain development based on the information from the video and from the reading text. The discussion should include synapses in the brain,	E-learning & Group Work Student teachers watch the video on brain development in children and reflect on the information from the video. Student teachers
		resting verses stressed brain and the importance on rich experiences and repetition for establishing stronger connection in brain cells. Show an image of the brain	participate in discussion on the brain development and note key points raised in the discussion. In groups, student teachers work on the part of the brain assigned to
		with the 6 parts labelled. Group Work	them by identifyits functions. Student teachers present the
		Put student teachers into small groups and assign each group one of the 6 parts of the brain to read about their	functions of the part of the brain they worked on for class discussion.
		functions and present to the whole class. Lead student teachers to discuss the functions being presented. Introduce the neocotex and limbic areas and explain their	In groups, student teachers read from online sources and other reading text for information on the core principles of brain development and
		relationship in relation to information processing. Present the 3 core principles of brain development (Experiences build brain architecture; Serve and return interaction shapes brain	examine these principles. Student teachers present their group work on the core principles of brain development in a seminar mode.
		circuitry; Toxic stress derails healthy development in children) and ask student teachers in groups to read online and examine these	
Education	Stago 2: EF	principles. Ask each group to prepare notes from their reading for seminar presentations.	Discussion & Group Work
Education Implications of research on brain	Stage 3: 55 mins	Discussion & Group Work Facilitate a discussion on the conditions that are necessary for successful brain	Discussion& Group Work Student teachers participate in discussion on the conditions that are

development in children In chi		douglasses		dayalanmant and lagrating to	no coccom, for successful			
Information presented from the brain research. Put student teachers into small groups and ask them to make a list of "Dos" and "Don'ts" in their practice to support children's brain development and learning passed on the brain research.		-			-			
the brain research. Put student teachers into small groups and ask them to make a list of "Dos" and "Don'ts" in their practice to support children's brain development and learning based on the brain research. During STS, ask student teachers to put into practice their list of "Dos" and "Don'ts" to support children's brain development and learning based on the brain research. During STS, ask student teachers to put into practice their list of "Dos" and "Don'ts" to support children's brain development and the conditions necessary for successful learning. Student teachers to put into practice their list of "Dos" and "Don'ts" to support children's brain development and learning. Conclusion: 10mins Recap the lesson by asking student teachers to share their key takeaways from the lesson. Answer questions student leashers by a sudent teachers with the lesson with the very takeaways from the lesson. Answer questions student teachers with the lesson with the lesson with the desarring within the lesson flinked to learning outcomes. Component 1: Coursework Lesson assessments— evaluation of learning: Omponent 1: Coursework Summary of assessment method: Assessment for and as learning (Students' List of "Dos" and "Don'ts" for supporting brain development and learning). Core skills targeted are communication, teamwork/Collaboration and inquiry skills. Assesses learning outcomes: course learning outcome 1 Required Text (core) Required Text (core) Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Venture. [chapter corrigor, corr		in chilaren						
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Berk, L. E. (2012). Infants and children: Prenatal through middle childhood (7 th ed.). Toronto: Allyn & Bacon. FTTT Trainer Manual for Student Teachers page 16 - 20	Additional Reading List	Berlinder, D. C.,	& Calfee, R. C. (Eds.) (2006). Handbook of educat	ional psychology. New York:			
Allyn & Bacon. FTTT Trainer Manual for Student Teachers page 16 - 20								
FTTT Trainer Manual for Student Teachers page 16 - 20			2). Infants and ch	nildren: Prenatal through middle c	hildhood (7 th ed.). Toronto:			
CPD Needs Seminar on Brain Research and teaching brain development to student teachers								
	CPD Needs	Seminar on Bra	in Research and	teaching brain development to st	udent teachers			

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

Title of Lesson	Learning Theo	ories				Lesso	n Duration	3 hours	
Lesson description	This lesson aims at introducing student teachers to the behaviourist theories of learning and their implications for early grade education. The theories of Ivan Pavlo, B. F. Skinner and E. L. Thorndike will be discussed in the context of early grade learners.								
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in	Student teach about how ch	Student teachers knowledge of the brain research will be useful for understanding more about how children learn in this lesson.							
the lesson Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Face-to- Practical Work- Seminars Independent e-learning Practicum						Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Tutor/Lecturer will meet student teachers face-to-face in the lecture hall for lesson delivery and discussions. discussions, group work, pair work, hands-on activity and presentations Practical Activity: Student teachers in small groups will share ideas on barriers, biases and misconceptions observed during their first year school observation. Seminars: A talk on the importance of early grade education and the role of the early grade teacher. Independent study: Student teachers will independently read course manuals and prepare notes. e-learning opportunities: PowerPoint presentations, audio-visuals and video clips. Practicum: Student teachers visit schools to observe and appreciate the role of the early grade teacher.							ctivity and biases and e early grade and prepare ips.	
Learning Outcome for the lesson, picked and developed from the course	Learning Outo	comes	Learr	ing Indicato	rs		ore skills/ sues	cross-cutting	
specification • Learning indicators for each learning outcome	know unde learn and educ impli the diver	learning see groups fren in ear	ad control of the control of control of general control of control	ompare ontrast beh neories of lea dentify ducational mplications ehavioural f learning f rade learner	of the theories or early	comr colla	skills targeted munication, crit boration, obsei iry skills, digita	ical thinking, vation and	

Topic:	Sub topic	Stage/time	Teaching and learning to acl depending on delivery mode collaborative group work or	e selected. Teacher led,
			Teacher Activity	Student Activity
Theories of Learning		Introduction:15min	Ask student teachers to share feedback from STS on the application of their "Dos" and "Don'ts" to support children's brain development and learning	Student teachers reflect on their experience from STS and share feedback with the class on how they appliedtheir"Dos" and "Don'ts" to support children's brain development and learning
	Behavioural	Stage 1: 20min	Group Work/Discussion	Group Work& E-learning
	Theories of Learning and Educational Implications for Early Grade	Stage 1. Zomini	Ask student teachers to surf the internet for the meaning of learning theories for discussion Facilitate a class discussion on the meaning of learning theories and introduce 3 proponents of the behavioural theories of learning.	Student teachers individually surf the internet for information on what learning theories are. Student teachers discuss the information gathered from their reading.
		Stage 2: 45min	Group Work Put student teachers into small groups and assign each a theorist (Ivan Pavlo, B. F. Skinner and E. L. Thorndike) to read about their theories of learning and their educational implications for early grade learners, from the core reading text and online sources.	Group Work In small groups, student teachers read about the theories of the person assigned them and their educational implications for early grade learners. Student teachers prepare PowerPoint presentation to share their information for class discussion.
		Stage 3: 90min	Presentation & Discussion Ask groups in turns to present the theories they read about and their educational implications for early grade learners orally. Facilitate a discussion around the points raised at the end of each groups' presentation.	Presentation & Discussion Student teachers do a PowerPoint presentation of the information gathered from their reading. Student teachers participate in whole class discussions at the end of each presentation and notes key points from each groups' presentation.
		Conclusion: 20mi	Ougstian 9 Avenuer	Deflection and Overtice C
		Conclusion: 20min	Ask student teachers to write on sticky notes one thing they will change/improve in their teaching based on the information gathered from the lesson and share with a partner. Answer questions student teachers may have.	Reflection and Question & Answer Student teachers reflect and write on sticky notes one thing they will change/improve in their own teaching based on the information gathered from the lesson. Students share their improvement needs with a partner.

		STS	STS
		Ask student teachers to	Student teachers work with
		share the points they	small groups of learners to
		wrote on sticky notes	put into practice the points
		during their next school	they wrote on sticky notes.
		visit.	Assignment
		VISIC.	Student teachers read from
		Assissment	online sources and the core
		Assignment Ask student teachers to	reading text for information
			_
		read about cognitive	on cognitive learning theories.
		theories of learning in	theories.
		preparation for the next	
Lancar announced	Company and 1. Company and	lesson.	
Lesson assessments –	Component 1: Coursework		vauDaint nuasantations on the
evaluation of	Summary of assessment method: As	.	•
learning:of, for and as	behavioural theories of learning and	•	
learning within the	communication, teamwork/collabor		IS.
lesson(linked to	Assesses learning outcomes: Course		
learning outcomes)	NTS 3e: Employs a variety of instruc	tional strategies that encourage st	sudent participation and critical
	thinking		
Teaching Learning	PowerPoint		
Resources	 Projector 		
	 Video clips 		
	 Smart phones 		
	 Laptops 		
Required Text (core)	Ammah, C. (2016). Developmental p	osychology for educators. Accra: Ja	inlex Venture.
	Geswicki, C. (2007). Developmental	ly appropriate practices. Curricului	m and development in early
	education. Clifton Park: Thompson I		
	Ormrod, J. E. (2014). Essentials of ed		
Additional Reading	Berlinder, D. C., & Calfee, R. C. (Eds.) (2006). Handbook of educational	psychology. New York:
List	Macmillan, Brown and Benchmark.		a b
	Berk, L. E. (2012). Infants and childre	en: Prenatal through middle childh	nood (7 th ed.). Toronto: Allyn &
	Bacon.		
CPD Needs	Seminar for tutors on the education	nal implications of behavioural the	eories of learning for early grade
	learners		

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

Title of Lesson	Learning Theoric	es			Le	sson Duration	3 hours	
Previous student teacher knowledge, prior learning	This lesson introduces student teachers to the cognitive theories of learning. The lesson will help student teachers understand how information processing leads to understanding and retention. Student teachers will be able to distinguish between cognitive theories and other theories of learning. Students have learnt about parts of the brain and its functions in relation to learning. Also, student teachers have discussed some theorist in early years education.							
(assumed) Possible barriers to	Student teacher	rs may have	challe	nges i	dentifying lea	urning theories tha	at have implications for	
learning in the lesson	early grade teac		. crianc	iiges i	dentifying lea	irring theories the	at have implications for	
Lesson Delivery – chosen to support students in achieving the outcomes	Face- Practic to- Activity face	al Work- Seminars Independe		Independen Study	t e-learning opportunities	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Independent Le E-learning oppo	ace-To-Face: Pyramid discussions and brainstorming ndependent Learning: Individually searching for definitions and reading for the next lesson -learning opportunities: Use of mobile phones and laptops eminars: Group presentations						
Learning Outcome	Learning Outco	nes	Learn	ing Inc	dicators	Core skills/ c	Core skills/ cross-cutting issues	
for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	and understa learning theorie educational imp the learning groups of childr grade.	s and their lications to of diverse en in early	knowledge nding of s and their lications to of diverse en in early knowledge contrast behavioural theories of learn of diverse en in early • Compare contrast behavioural implications of behavioural theories of learn		st oural es of learning y the cional ations of the oural es of learning early grade rs.	Core skills targeted include communication, critical thinking, collaboration, enquiry skills and Digital literacy. These can be developed during whole class discussions and growork. Mixed groupings will be used and groups will discuss the relevance of cognitive development of early grade education that is inclusive to ensure th inclusivity issues are taken into accounting accounting the communication of t		
Topic: Learning Theories	Sub topic	Stage/time	e		_	ing to achieve lead very mode selected	_	
Ü						p work or indepen	dent study	
				Teach	ner Activity		Student Activity	
		Introduction: 10min				ng them to lous lesson on ng theories and	Reflection Student teachers reflect on the bahavioual theories of learning and their educational implications from the previous lesson. Students share their reflections with the class.	

Co-market	C+ 4. 50	Btt	Diameter.
Cognitive	Stage 1: 50	Discussion	Discussion
theories of		Ask student teachers to explain	Student teachers explain
Learning		what cognitive learning theories	the meaning of cognitive
		are from their reading ahead of	theories of learning from
		the lesson.	their reading.
		Lead a discussion on cognitive	Student teachers
		theories of learning. Encourage	participate in a
		student teachers to contribute	discussion on the
		more ideas from their reading.	cognitive theories of
		Highlight the 2 specific theories	learning and note key
		under cognitive theories: Social	points from the
		Cognitive Theory (SCT) and the	discussion
		Cognitive Behavioural Theory	
		(CBT)	
	Stage 2: 40 min	Think-pair-share	Think-pair-share
		Ask student teachers in pairs to	In pairs, student
		compare and contrast the	compare and contrast
		cognitive theories of learning and	the cognitive theories of
		the behavioural theories which	learning and the
		were introduced in the previous	behavioural theories.
		•	Student teachers
		lesson.	
		Ask the pairs to share their discussions with the whole class	present their ideas to
			the whole class for
		and summarize the discussions	further discussion.
		by highlighting the key	Student teachers note
		differences between the	additional differences
		cognitive and behavioural	between the 2 theories.
		theories of learning	
Educational	Stage 3: 70 min	Reflection and Discussion	Student teachers to
Implications of		Ask student teachers to reflect on	reflect on the
Cognitive		their knowledge of cognitive	knowledge gained from
theories of		theories of learning and identify	the cognitive theories of
learning		the educational implications for	learning and write at
		them as early grade student	least 2 educational
		teachers.	implications on sticky
		Ask student teachers to write at	note for gallery walk.
		least 2 implications each on sticky	Student teachers go
		note and display for gallery walk.	round to read the
		Ask one student teacher to lead a	educational implications
		discussion on the implications	from other students and
		displayed.	participate in a
		r - /	discussion on the
		STS	educational implications
		Ask student teachers to make a	of cognitive theories of
		list of the educational	learning for early grade
		implications of cognitive theories	teachers.
		of learning to guide their practice	teachers.
		during school visit.	STS
		uuring scrioor visit.	
			Student teachers reflect
			on the discussions and
			prepare a list of
			educational implications
			of cognitive theories of
			learning to guide their
			practice when working
			with small groups of
			learners during school
			visit.
•	•		

	Closure: 10min	Independent Learning& Peer review Ask student teachers to write on pieces of paper the key things they have learnt from the lesson and exchange for peer review Assignment: Ask student teachers to read about the Constructivist Theories of Learning and their Educational Implications for early grade from the core reading text and online sources in preparation for the next lesson	Independent Learning& Peer review Student teachers write down what they have learnt from the lesson and exchange their papers for peer-peer review. Assignment: Student teachers read about the Constructivist Theories of Learning and their Educational Implications for early grade from the core reading text and online sources ahead of the next lesson				
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	implications of cognitive theories o Assesses Learning Outcomes: Cou						
Teaching Learning Resources	Mobile phones Laptops Projector Empty cartons	, 5					
Required Text (core)	Geswicki, C. (2007). Developmental education. Clifton Park: Thompson Ormrod, J. E. (2014). Essentials of e	ducational psychology (4 th ed.). New	and development in early Jersey: Pearson.				
Additional Reading List	Ormrod, J. E. (2014). Essentials of educational psychology (4 th ed.). New Jersey: Pearson. Berlinder, D. C., & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York: Macmillan, Brown and Benchmark. Berk, L. E. (2012). Infants and children: Prenatal through middle childhood (7 th ed.). Toronto: Allyn & Bacon. Bukatku, D & Daehler, W. (1995). <i>Child Development: A Thematic Approach</i> .(2nd edt) New Jersey.houghton miffin Company. Lazarus,s.(2010) . <i>Educational Psychology:in social context</i> . 4th edition.cape town.oxford university press. Kendra Cherry. (2014). <i>Piaget's Stages of Cognitive Development</i> . [Accessed: 23 September 2014] available at.http://psychology.about.com/od/piagets theory/a/keyconcepts.htm						
CPD Needs	FTTT Trainer Manuals (Sabre Educa A workshop for tutors on teaching of	cognitive development in early grade	education				

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
					123 30/09101112

Title of Lesson	Learning the	ories				Lesson Duration	3 hou	rs
Previous student teacher knowledge, prior learning	The lesson will expose student teachers to the Constructivist Socio-cultural Theory, propounded by Lev Vygotsky in 1978. Student teachers will gain an insight that development of learners could not be separated from their social context. And that learning leads to child's development across the domains. Student teachers will learn that a learner is an active participant in constructing his own learning within the context of interacting with caregivers, family, community and society. Student teachers will also discover the Zone of Proximal Development (ZPD) which indicate that what the child can do independently will not need any assistance but will progress to something more challenging. Student teachers will identify the implications of the Constructivist Theory for the early grade teacher. Student teachers have learnt about behauiorist and cognitivist theories.							
(assumed)								
Possible barriers to learning in the lesson.	Student tead implications			Ity understand	ling the socio	o-cultural the	ory and its	S
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity	Work- Based Leaning	Seminars	Independer Study		ing unities	Practicum
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome Topic Maintenance — main mode of delivery chosen to support student teachers in achieving the learning outcome Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	lesson delive based and de Practical act the Constructions and the early graelearning of Constructivistics Practicum: S Constructivistics Practicum: Output Demonstructions and und learning Constructions are set of the constructions and und learning Constructions are set of the constructions and und learning Constructions are set of the constructions and und learning Constructions are set of the co	ery by mean or presentat ivity: Stude strivist theory talk on the t study: Stu search for mode teacher. pportunitiest theory and student teaches theory in tcomes Strate know derstanding is theories (tile ctivist theory in theories)	s of brain: ions of vai nt teacher y and its in socio-cult dent teach nore infor s: Powerf d its impli chers will v early grad ledge of ne ry)	rs in groups will implications to a ural theory and iners will independent on the coint presentat cations for the distinct schools to e classrooms, the earning Indica Identify and who a consis Discuss and ideas on the cultural the Examine ar its implicat the early go teacher	I share ideas the early grad d its implicati endently reac Constructivis tions, audio-v early grade observe the take video cli tors d explain tructivist d share e socio- eory nd indicate ions for rade	rork, group work, group, work, group work, group work, group work, group work, go printed the earth of the ea	ork, hands ovs, experi- ly grade - uals, do o its implica- leo clips o on of the resentation and rgeted incon, critica e-learning /teamwo	s-on, activity iences on teacher. on line open ations for on the transferable clude: al thinking, g, ork, ry.
Topic	Sub topic	Sub topic Stage/time Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study Teacher Activity Student Activity						
	Introduction to the Constructivis t theory	mins	1: 10 E T t a	rainstorming (utor/lecturer I eachers in brai nd discussion (ognitivist and I heories of lear	& Discussion eads student nstorming on the behaviourist	discuss w	ns & pair eachers i ho is a co construc ut using t	r work n pairs onstructivist ctivist theory heir phones,

	Socio-cultural	Stage	2:	70	Discussion	Group work & Presentations
	theory	mins			Tutor/lecturer leads student teachers to discuss the	Student teachers in groups discuss the socio –culture
					constructivist socio-cultural	theory using Google scholar on
					theory that indicate that	line educational resources and
					learning may not be	do presentations on their
					individual constructions but	findings
					social ones. [A constructivist social-cultural perspective	
					suggest children do not	
					invent all of their knowledge	
					and understanding but they	
					make use of the knowledge	
					accumulated in their culture.] Let student teachers use	
					available technology to look	
					for information on the topic	
	Zone of	Stage	3:	70	Reflection and discussion	Pair work Discussion &
	proximal	mins			Tutor/lecturer leads student	PowerPoint Presentations
	development				teachers to reflect on Zone of Proximal Development.	Student teachers in pairs discuss the Zone of Proximal
					Tutor/lecturer demonstrate	Development and prepare
					the practical aspects of the	PowerPoint notes for
					ZPD	presentations in class
					Let student teachers use	
					available technology to look for information on the topic	
	Implications	Stage	4:	40	Brainstorming & Discussions	Group Discussions &
	of the	mins			Tutor/lecturer leads student	Individual work
	Constructivis				teachers in brainstorming	Student teachers discuss in
	t theory for the early				and discussions on the implications of the	small groups the implications of the socio-cultural theory for
	grade				Constructivist theory of	the early grade teacher.
	teacher and				Socio-cultural development	Students individually prepare
	closure of				and its implications for the	notes on salient points of the
	lesson				early grade teacher. Tutor/lecturer asks student	lesson in building their portfolios to mark the closure
					teachers to write the salient	of the lesson
					points from the lesson into	o. a
					their portfolios as closure of	
Lancar announced	Common and Co				the lesson	
Lesson assessments – evaluation of learning:of,	Component: Co Summary of as			etho	d:	
for and as learning within					ing on group presentations on t	he Constructivist theory of
the lesson(linked to					d contributions during the lesson	
learning outcomes)	_				unication, teamwork/collaboration	on, exploration and inquiry skills
		_			Course learning outcome 1 y reflects to improve teaching a	nd learning
Teaching Learning	Proje			•	,	· U
Resources	• Lapto					
		phone	S			
Populared Toyt (core)	Video Ammah C (20)		ıola:	nmar	atal neverbology for advectors A	era: Janloy Venturo
Required Text (core)					ital psychology for educators. Ac ntally appropriate practices. Cur	
	early education	n. Cliftor	า Pa	rk: Th	nompson Delmar Learning.	·
	Ormrod, J. E. (2	2014). Es	ssen	tials	of educational psychology (4 th ed	
Additional Reading List					Eds.) (2006). Handbook of educa	ational psychology. New York:
	Macmillan, Bro				ark. nildren: Prenatal through middle	childhood (7 th ad) Taranta
	Allyn & Bacon.	د). IIITar	ııs d	niu Cl	muren. Frenatai tiirougn middle	cimanooa (7 ea.). Toronto:
CPD Needs		Zone o	f Pro	oxima	al Development and its implication	on for the early grade teacher
C. D. HCCus	I Schman on the	_0.10 0		CAIIII	a. Development and its implication	on for the early brade teacher

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

Title of Lesson	Child Develop	ment across t	he doma	ains (from birt	h to 8 years))		Lesson Duration	3 Hours
Lesson description	This lessons introduces student teachers to the domains of child development. The lesson will focus on intellectual development of the child and the educational implications of this for early grade learners. The lesson will offer student teachers the opportunity to discuss different								
	models of cognitive development that will inform their practice.								
Previous student teacher	Student teach						t.		
knowledge, prior learning									
(assumed)									
Possible barriers to learning	Student teach	-				rners l	have th	he same	intellectual
in the lesson Lesson Delivery – chosen to	ability and mu		Work-	Seminars	Independe	nt o	e-learni	ina	Practicum
support students in	race-to-race		Based	Seminars	Study		pporti	_	riacticum
achieving the outcomes		•	Leaning		Study		орро. сс		
Lesson Delivery – main mode	Face-to-face:			eet student te	achers face-	to-face	in the	lecture h	all for
of delivery chosen to support	lesson delivery								
student teachers in achieving	presentations								
the learning outcomes.	Practical Activ	ity : Student t	eachers	in small group	os will share	ideas c	on barri	iers, biase	es and
	misconception		_						
	Seminars: A ta	lk on the imp	ortance	of early grade	e education a	and the	e role o	f the earl	y grade
	teacher.		+ + o o o b o	ومماموا النبروس	ndontly rood	Lagura		م لمم عام،	*****
	Independent s notes.	study: Studen	t teache	rs will indepe	nuently read	Course	e manu	iais and p	repare
	e-learning opp	ortunities: P	owerPoi	nt presentation	ns audio-vi	suals a	nd vide	o clins an	ıd also üse
	online resource				ons, addio vi	saais a	na viac	eo emps un	ia aiso asc
Learning Outcome for	Learning Outc			ing Indicators	:		Core	skills/ cr	oss-cutting
the lesson, picked and	J						issues		Ğ
developed from the									
course specification	Demonstrate	knowledge		lentify the ma				ransferab	
Learning indicators for	and understar			evelopmental					lls targeted
each learning outcome	intellectual of children fr	-		cross the intel				e commui	
	eight years			evelopment d nis reflect earl				thinking,	bservation
	educational im			xpectation.	y grade leve			y skills, di	
		.p		крессинон			-	y and incl	-
								•	
			• E:	xamine the ed	lucational				
			ir	nplications of	intellectual				
			I .	evelopment fo	or all early gr	ade			
Tout	Culturate	C1/		arners.					
Topic	Sub topic	Stage/	ime	Teaching and depending o	_			_	
				collaborative					
				Teacher Acti		. 0		tudent A	
Child David a great a successful					vity	D'			•
Child Development across the domains (from birth to 8		Introdu	ıction	Discussion Ask student t	taachers	Discus		hars rafts	ect on the
years)		10 min		to share som					nare some
, 501.5)		10 111111	_	points from t	,	•		om the	.a.c Joine
				previous less				t theories	of
				constructivis				their edu	
				of learning.			cations.		
	Intellectual	Stage	1: 90	Discussion&	Group	-		& E-learı	_
	Developm			Work				chers shar	e their
	t of the Cl	nild		Ask student t	teachers	ideas on what			

	1	1	
		for the meaning of	intellectual/cognitive
		intellectual/cognitive	development is about and take
		development. Take a	note of the definition presented
		few ideas in a	by tutor.
		discussion and sum up	
		with a definition of	In groups, student teachers read
		intellectual	about the stage cognitive
		development.	development assigned to them. Student teachers can surf the
		Introduce the stages of	internet for information about
		cognitive development	their stage in addition to reading
		by Jean Piaget. Put	from the reading text.
		student teachers into	Student teachers make note
		mixed groups and	from their reading to present to
		assign each group a	the whole class. Student
		stage of cognitive	teachers in sub-groups join their
		development to read	
		-	original groups to synthesize
		about from online and	their ideas before presentation
		the core reading text	to the whole class.
		and prepare for presentations. Each	
		· ·	
		group can break into	
		smaller sub-groups to	
		increase participation.	
	Stage 2: 60	Presentation	Presentation
	min	Invite groups in turns	Each group presents their ideas
		to present their ideas	from the stage cognitive
		from the stage	development assigned to them.
		assigned them to the	Student teachers participate in
		_	
		whole class. Facilitate	discussion after each group's
		whole class. Facilitate a discussion after each	discussion after each group's presentation by contributing
		whole class. Facilitate a discussion after each presentation to allow	discussion after each group's presentation by contributing additional ideas and asking
		whole class. Facilitate a discussion after each presentation to allow contributions and	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for
		whole class. Facilitate a discussion after each presentation to allow contributions and questions from	discussion after each group's presentation by contributing additional ideas and asking
		whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for
	Stage 3:	whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups.	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification.
	Stage 3:	whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification.
	Stage 3:	whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other
	Stage 3:	whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented
	Stage 3:	whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student
	Stage 3:	whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development;	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among
	Stage 3:	whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information-	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models
	Stage 3:	whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among
	Stage 3:	whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and Neo-Piagetian theories	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development
	Stage 3:	whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and Neo-Piagetian theories and put student	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development
	Stage 3:	whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and Neo-Piagetian theories	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development
	Stage 3:	whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and Neo-Piagetian theories and put student teachers into groups to debate these	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development
	Stage 3:	whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and Neo-Piagetian theories and put student teachers into groups to debate these models against	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development
Educational	Stage 3:	whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and Neo-Piagetian theories and put student teachers into groups to debate these	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development
Educational implications of		whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and Neo-Piagetian theories and put student teachers into groups to debate these models against Piaget's model.	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development theories.
		whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and Neo-Piagetian theories and put student teachers into groups to debate these models against Piaget's model. Discussion	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development theories. Discussion
implications of		whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and Neo-Piagetian theories and put student teachers into groups to debate these models against Piaget's model. Discussion Facilitate a whole class	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development theories. Discussion Student teachers participate in
implications of intellectual		whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and Neo-Piagetian theories and put student teachers into groups to debate these models against Piaget's model. Discussion Facilitate a whole class discussion on the educational	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development theories. Discussion Student teachers participate in whole class discussion about the educational implications of
implications of intellectual		whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and Neo-Piagetian theories and put student teachers into groups to debate these models against Piaget's model. Discussion Facilitate a whole class discussion on the	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development theories. Discussion Student teachers participate in whole class discussion about the educational implications of intellectual development for
implications of intellectual		whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and Neo-Piagetian theories and put student teachers into groups to debate these models against Piaget's model. Discussion Facilitate a whole class discussion on the educational implications of	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development theories. Discussion Student teachers participate in whole class discussion about the educational implications of
implications of intellectual		whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and Neo-Piagetian theories and put student teachers into groups to debate these models against Piaget's model. Discussion Facilitate a whole class discussion on the educational implications of intellectual development	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development theories. Discussion Student teachers participate in whole class discussion about the educational implications of intellectual development for
implications of intellectual		whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and Neo-Piagetian theories and put student teachers into groups to debate these models against Piaget's model. Discussion Facilitate a whole class discussion on the educational implications of intellectual development focussing on the stage	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development theories. Discussion Student teachers participate in whole class discussion about the educational implications of intellectual development for
implications of intellectual		whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and Neo-Piagetian theories and put student teachers into groups to debate these models against Piaget's model. Discussion Facilitate a whole class discussion on the educational implications of intellectual development focussing on the stage within which early	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development theories. Discussion Student teachers participate in whole class discussion about the educational implications of intellectual development for
implications of intellectual		whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups. Debate Introduce and explain other contemporary models of cognitive development; Information- Processing theory and Neo-Piagetian theories and put student teachers into groups to debate these models against Piaget's model. Discussion Facilitate a whole class discussion on the educational implications of intellectual development focussing on the stage	discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification. Debate Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development theories. Discussion Student teachers participate in whole class discussion about the educational implications of intellectual development for

		Conclusion: 20 mins	Ask questions to recap the salient points in the lesson.	Student teachers respond to questions by sharing the salient points they have picked from of the lesson.			
			Ask student teachers to prepare individual notes on the salient points.	Student teachers reflect and prepare individual notes on the salient points from the lesson that they will incorporate into			
			Assignment Ask student teachers to read about psycho- social development to prepare for the next lesson.	their practice. Assignment Student teachers to read about psycho-social development from the core reading text and online sources to prepare for the next lesson.			
Lesson assessments –	Component 1: Cour	l sework		<u> </u>			
evaluation of learning:of, for			ssessment for and as learn	ning (1500 words Student's			
and as learning within the				Il inform their practice and its			
lesson(linked to learning			•	are critical thinking and inquiry			
outcomes)	skills.						
	Weighting: 30%						
	Assesses learning o	utcomes: Course	e learning outcome 3				
	NTS 1a: Critically an	nd collectively re	eflects to improve teaching	; and learning			
Teaching Learning	 PowerPoin 	nt					
Resources	 Projector 						
	 Laptop 						
	 Smart pho 	nes					
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Venture. Geswicki, C. (2007). Developmentally appropriate practices. Curriculum and development in early education. Clifton Park: Thompson Delmar Learning. Ormrod, J. E. (2014). Essentials of educational psychology (4 th ed.). New Jersey: Pearson.						
Additional Reading List	Berlinder, D. C., & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York: Macmillan, Brown and Benchmark. Berk, L. E. (2012). Infants and children: Prenatal through middle childhood (7 th ed.). Toronto: Allyn & Bacon.						
CPD Needs	Workshop for tutors on different models of intellectual/cognitive development						

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

Title of Lesson	Psycho-soci implications		opment of	f the Ch	ild and its ed	ducational	Lesson Duration	3 Hours	
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson Lesson Delivery – chosen to	This lesson exposes student teachers to the psycho-social domain of development of a child. The 8 stages of Erik Erikson's psycho-social development theory will be introduced. Student teachers will discuss the educational implications of the psycho-social development of a child focusing on the first 4 stages, to inform their practice. Student teachers have been introduced to other domains of development of the child. Student teachers may be unaware what psycho-social development is about.						Student of a child,		
support students in achieving	face	Activity				Study	opportunities		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Face-to-face: Tutor/Lecture for lesson delivery and disactivity and presentation: Practical Activity: Studen and misconceptions obse Seminars: A talk on the ingrade teacher. Independent study: Studen prepare notes. e-learning opportunities:			Lecture of discussions and discussions and discussions are considered as a constant of the con	ecturer will meet student teachers face-to-face in the lead discussions. discussions, group work, pair work, hands ions dent teachers in small groups will share ideas on barrier bserved during their first year school observation. We importance of early grade education and the role of total tudent teachers will independently read course manuals. Lies: PowerPoint presentations, audio-visuals and video will be a course manuals. Learning Indicators: Core skills/ cross-cuttines will independently read course manuals. Core skills/ cross-cuttines will independently read course manuals. Learning Indicators: Core skills/ cross-cuttines will skills targeted communication, critication, critication observation enquiry sliphon within the role of the read course manuals.			riers, biases of the early uals and eo clips. utting issues and cross ed include itical cion, y skills,	
					arly grade le				
Торіс	Sub topic	5	Stage/tim	e		outcomes: dep	ending on delivery er led, collaboration endent study		
					Teacher A	ctivity	Stu Acti	dent vitv	
Child Development across the domains from birth to 8 years			I ntroduct i 10min	ion:	share some from the p on intellect developments. Ask followed draw out to implication	nt teachers to e key points revious lesson	Discussion Student teache the previous le share some ke the intellectua development o emphasizing th educational im	ers reflect on sson and y points on if a child, ie plications	

The stores of	Ctogo 1, 70min	Discussion & Consum March	Crown Monte & Education
The stages of psycho-social development	Stage 1: 70min	Discussion& Group Work Ask student teachers for their understanding of psycho-social development. Take a few ideas in a discussion and sum up with the meaning of psycho-social development.	Group Work & E-learning Student teachers reflect on their reading before the lesson and share their ideas on what psycho- social development is about and take note of meaning being presented by tutor.
		Using a chart [check the image in resources], introduce the 8 stages of Erik Erikson's psycho-social development theory. Put student teachers into 8 mixed groups and assign each group a stage of the psycho-social development to read about from online and the core reading text and prepare for presentations. Each group can break into smaller subgroups to increase participation. Direct student teachers to the link under the resources to read about their stage.	In groups, student teachers read about the stage of psycho-social development assigned to them. Student teachers can surf the internet for information about their stage in addition to reading from the reading text. Student teachers make note from their reading to present to the whole class. Student teachers in subgroups join their original groups to synthesize their ideas before presentation to the whole class.
	Stage 2: 40min	-	Presentation
		Presentation Invite groups in turns to present their ideas from the stage assigned to the whole class. Facilitate a discussion after each presentation to allow contributions and questions from students in other groups.	Each group presents their ideas from the stage of psycho-social development assigned to them. Student teachers participate in discussion after each group's presentation by contributing additional ideas and asking questions to presenters for clarification.
Educational Implications of psycho-social development	Stage 4: 40min	Brainstorm & Discussion Ask student teachers to work in groups of 3 to brainstorm the educational implications of the psycho- social development of a child. Facilitate a whole class discussion on the educational implications of the psycho-social development of a child, focusing on the stages of Erikson's theory that applies to early graders.	Brainstorm & Discussion In groups of 3, student teachers brainstorm the educational implications of the psycho-social development of a child. Student teachers present their ideas for a discussion.

		Closure: 20min	Discussion Recap the lesson by asking student teachers to share at least one thing from the lesson that will help them improve their practice during STS sessions.	Discussion Student teachers reflect on the information from the lesson and share with the class at least one thing from the lesson that will help them improve their practice during STS session.	
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	implications of the teamwork/collabo Assesses learning of NTS 1a: Critically a	sment method: Assets stages of psycho-stages of psycho-station, inquiry skill outcomes: course land collectively reflorations	sessment for and as learning (of socialdevelopment (Core skills is and digital skills). earning outcome 3 ects to improve teaching and ligital strategies that encourage	targeted are	
Teaching Learning Resources	PowerPoint Projector Laptop https://www.simp	olypsychology.org/	Erik-Erikson.html		
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Venture. Geswicki, C. (2007). Developmentally appropriate practices. Curriculum and development in early education. Clifton Park: Thompson Delmar Learning. Ormrod, J. E. (2014). Essentials of educational psychology (4 th ed.). New Jersey: Pearson.				
Additional Reading List	Macmillan, Brown	and Benchmark.	(2006). Handbook of educatio	. ,	
CPD Needs	Seminar on the simplications for th	-	kson's psycho-social develop ner.	ment and their educational	

Year of B.Ed.	2	Semester	2	Place of lesson in semester	7
					123456 / 89101112

Title of Lesson	Physical Developm	ent of the (Child and it	s education	al implic	cations	Lesson Duration	3 hours
Lesson description	children. It teache education. Studen	The lesson exposes students to on the scope and relevance of physical development among children. It teaches student teachers the functioning of physical development in early grade education. Student teachers will acquire skills and knowledge on how to help children develop physical skills and its educational implications.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers implications. Also,	student tea	chers have	e discussed s	ome th	eorists ii	n early grade edu	cation.
Possible barriers to learning in the lesson Lesson Delivery – chosen	Student teachers r Face-to-face	Practical	Work-	Seminars	Indep	endent	e-learning	Practicum
to support students in achieving the outcomes Lesson Delivery – main	Face-To-Face: Pyra	Activity	Based Leaning	prainstormin	Study		opportunities	
mode of delivery chosen to support student teachers in achieving the learning outcomes.	Independent Lear E-learning opports Seminars: Group p	ning: Individ unities: Use	lually sear of mobile	ching for def	finitions		ding for the next	lesson
Learning Outcome for the lesson, picked and	Learning Outcome	es		Learning Indicators		Core sk	tills/ cross-cutting	g issues
developed from the course specification • Learning indicators for each learning outcome	Demonstrate an u concept, scope, development an implications am learners	Explain concepts relevance physical developme	ots and communication, critical thinking nce of collaboration, enquiry skills and Digital literacy. These can be		thinking, kills and n be class			
	Demonstrate an awareness of the relevance of physical development and its educational implication among early grade learners			State at least groupin three will disc cognitive physical grade e development groupin will disc cognitive grade e ensure			ngs will be used a cuss the relevance we development of that is it that inclusivity is nto account.	nd groups e of of early nclusive to
Topic: Cognitive Development in early grade education	Sub topic	Stage/tim	e		outcom selected	es: depe	arning to achieve ending on deliver er led, collaborat ndent study	y mode
				Teacher A	tivity		Activ	lent ity
		Introduction: 10min		Pair Work Ask student teachers to work in pairs to discuss what is physical development among early grade?		scuss	Pair Work In pairs, studendiscuss physical development in early grade edupresent on post	relation to cation and
	Definitions and Scope of physical development	Stage 1: 40)	E-learning Ask studen brainstorm definitions developme student tea videos to h physical de	t teache the of physent. Let achers u	ers to ical ise ne	E-learning, Inde Learning & Disc Student teacher for definitions a physical develor the core reading online using the or laptops	russion rs search and ways of pment in g text and

		Facilitates the definitions of psycho-social development highlighting using videos to aid explanations.	Student teachers present the definitions gathered for a whole class discussion
Some	Stage 2: 25min Stage 3: 15min	Discussion Lead a discussion on the scope of cognitive development and emphasize the Ghanaian context; (Village life style)KG1 to P.3 (age 4 to 8) Demonstration &	Discussion Student teachers discuss the scope of physical development and narrow down to the Ghanaian context using how children develop their intellectual skills in the villages Discussion
proponents of physical development of early grade education		Discussion Analogy: Scenarios from villages to help discuss how children develop their intellectual skills [make sure they are relevant to form a theory] to demonstrate the importance of theorists of psychosocial development.	Students teachers comment briefly on the relevance of physical development theorists of early grade education based on the analogy State and explain some proponents of physical development
Types of physical development among children	Stage 4: 80min	Seminar Put student teachers in mixed groups (gender, ability etc) to brainstorm the two main types development of early grade education for all children and make notes for presentation Summarize group presentations by highlighting the key importance of inclusive early grade education	Seminar In groups, student teachers engage in a brainstorming activity to identify the specific two types of development of early grade education. Student teachers should highlight the need to ensure inclusion of all children. Groups present their ideas in a seminar format.
	Closure: 10min	Independent Learning& Peer review Ask student teachers to write on pieces of paper the key things they have learnt from the lesson and exchange for peer	Independent Learning& Peer review Student teachers write down what they have learnt from the lesson and exchange their papers for peer-peer review.
		Assignment: Ask student teachers to read about the Physical Development of the Child and its educational Implications for early grade from the core reading text and online sources in preparation for the next lesson	Assignment: Student teachers read about the Physical Development of the Child and its Educational Implications for early grade from the core reading text and online sources ahead of the next lesson

Lesson assessments –	Component 1: COURSEWORK
evaluation of learning:of,	Summary of Assessment Method:
for and as learning within	Assessment of, for and as learning: Group presentations on the relevance of psycho-social
the lesson(linked to	development and its educational implications on early grade education
learning outcomes)	Assesses Learning Outcomes: Course learning outcomes 2
icuming outcomes,	NTS 3e: Employs a variety of instructional strategies that encourages students' participations and
	critical thinking
Teaching Learning	Mobile phones
Resources	·
Resources	Laptops
	Projector
	Empty cartons
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Venture.
	Geswicki, C. (2007). Developmentally appropriate practices. Curriculum and development in
	early education. Clifton Park: Thompson Delmar Learning.
	Ormrod, J. E. (2014). Essentials of educational psychology (4 th ed.). New Jersey: Pearson.
Additional Reading List	Berlinder, D. C., & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York:
	Macmillan, Brown and Benchmark.
	Berk, L. E. (2012). Infants and children: Prenatal through middle childhood (7 th ed.). Toronto:
	Allyn & Bacon.
	Bukatku, D & Daehler, W. (1995). Child Development: A Thematic Approach.(2nd edt) New
	Jersey.houghton miffin
	Company.
	Lazarus, S.(2010) .Educational Psychology:in social context.4th edition.cape town.oxford
	university press.
	Bronfenbrenner, U. (2009). The ecology of human development: Experiments by nature and
	design. Cambridge, Massachusetts: Harvard University Press.
	Dacey, J. S., Travers, J. F., & Fiore, L. (2008). <i>Human development: Across the lifespan</i> (7 th ed.).
	Boston: McGraw-Hill.
CPD Needs	A workshop for tutors on teaching psycho-social development of early grade education

Year of B.Ed.	2	Semester	2	Place of lesson in semester	0
					1 2 3 4 5 6 7 💍 9 10 11 12

Title of Lesson	Language Acquisi	tion and De	velopmer	t in Early Ye	ars		Lesson	3
Lancar describition	This	A				1	Duration	hour
Lesson description		This course will introduce student teachers to the locations of language in the brain and causes of aphasia and the speech organs that facilitate speech. Student teachers will also learn about						
		the stages of language acquisition, including the pre-linguistic/cooing/babbling, holophrastic/telegraphic, multiple word and complex stages. The course will expose student						
	teachers to the th					пѕку аг	nd the interactiv	ist by Lev
	Vygotsky that und						6.1 .1 .	
Previous student teacher	Student teachers	have learnt	about lite	eracy and car	me across	some	of these theorie	s in the firs
knowledge, prior learning	year							
(assumed)	Charles to a share		hlII-			·I	:£ + +	
Possible barriers to learning	Student teachers	-		nge learning	the term	inolog	ies of the theo	ries and th
in the lesson	stages of language			١. ٠				- ··
Lesson Delivery – chosen to	Face-to-face	Practical	Work-	Seminars	Independ	dent	e-learning	Practicum
support students in		Activity	Based		Study		opportunities	
achieving the outcomes	.		Leaning					
Lesson Delivery – main	Face -to-face: St							
mode of delivery chosen to	lesson delivery by based and do pres				on, pair wo	rk, grc	oup work, nanus	-on, activity
support student teachers in					:	!.		
achieving the learning	Practical activity:							
outcomes.	theories of langua	-		-	_	-		
	Seminars: A talk o	m the langu	age acqui	sition theorie	es and then	гипри	cations for the e	ariy grade
	teacher.	lu Ctudont		النب محمدة النب	an+lu raad	001180	a manuala da C	
	Independent stud							
	on line open educ			re informatio	on on the t	neorie	is of language ac	quisition
	and stages of lang						م ممناه ممانات المما	
		e-learning opportunities : PowerPoint presentations, audio-visuals and video clips on the stages of language acquisition theories.						
Learning Outcome for	Learning Outcom			rning Indicat	ors	Core	skills/cross-cutt	ing issues
the lesson, picked and								
developed from the	Demonstrate kno	_	-	ain the theoi			skills targeted in	
course specification	understanding of						nunication, critical thinking,	
Learning indicators for	language acquisiti	ion and				loration, e-learning		
each learning outcome	development						oration/teamw	
_						obser	servation and inquiry	
				ries by Noar				
				msky and Lev				
				otsky respect				
	Develop critical kr			ntify the loca				
	stages of language			guage in the	,			
	and development			ech organs a				
				es of langua	ge			
				uisition and				
				elopment				
Topic	Sub topic	Stage/tim					e learning outco	
			-	_	-		ected. Teacher	
						or inde	ependent study Stu	dent Activit
		Introducti		to a few stud		orc	Student teache	
		Introduction		te a few stud		=15	with the class t	
		10 min		n different la				_
				kgrounds to			languages they	
				they acquir		ge	how they acqui	rea triose
			wni	le growing u	h		language.	

	Г		
Theories of Language acquisition and development	Stage 1: 30 mins.	Brainstorming & Discussion Tutor/lecturer leads brainstorming and discussions on theories of language acquisition: Nativist-Noam Chomsky Social Interactivist-Lev Vygotsky Tutor/lecturer leads discussions on Language Acquisition Device (LAD)	Pair Work, Discussion & PowerPoint Presentation Student teachers in pairs discuss the theories of language acquisition and development, namely: Nativist by Noam Chomsky Social Interactivist by Lev Vygotsky Student teachers discuss Language Acquisition Device (LAD) and do PowerPoint presentation Group Discussion &
Ine Location of language in the brain and the organs of speech	Stage 2: 20 mins	Tutor/lecturer explains and discuss the locations of language in the brain namely: Paul Broca's area – left hermisphere Karl Wernicke's area – right hemisphere The organs of speech such as: mouth, tongue, teeth, palate, oral cavity, nasal cavity, velar, uvular, airstream mechanism, among others and do pronunciation of some selected letters of the English Alphabets keeping track of the speech organs used	Demonstration Student teachers in small groups discuss the locations of language in the brain, namely the: Brocas area by Pierre Paul Brocas – Left Hermisphere Wenicks area by Karl Wernicke's Right Hermisphere Student teachers in small groups discuss the speech organs such as the: Oral cavity, tongue, palate, velar Nasal cavity, uvula Air stream mechanism Student teachers do demonstration on production of selected sounds - /m/p/b/d/t/s/ identifying speech organs used in their production
Stages of language development and acquisition	Stage 3: 40 mins.	Discussion Tutor/lecturer leads discussions on the stages of language acquisition and development namely: Pre-linguistic/cooing/babbling Holophrastic/ one word Two words stage Telegraphic stage Multiple word stage	Group Discussion & PowerPoint Presentation Student teachers in groups do PowerPoint presentation on the stages of language acquisition and development among children: Pre- linguistic/cooing/babbling Holophrastic/ one word Two words stage Telegraphic stage Multiple word stage
Lesson closure	Stage 4: 20 mins.	Individual Notes Taking Tutor/lecturer asks student teachers to prepare individual notes on the salient points in the lesson treated for lesson closure.	Individual Notes Preparation Student teachers prepare notes on the salient points of the lesson in their note books to close the lesson

1	Community Community
Lesson assessments –	Component 1: Coursework
evaluation of learning: of,	Summary of assessment method:
for and as learning within	Assessment for, of and as learning on the locations of language in the brain, stages of Language
the lesson(linked to	acquisition and speech organs (Participation and contributions during the lesson)
learning outcomes)	Core skills targeted are: Communication, teamwork/collaboration, exploration and inquiry skills
	Assessment learning outcomes: Course learning outcome 1
	1a: Critically and collectively reflects to improve teaching and learning
	3h: Sets meaningful tasks that encourages learners collaborations and leads to purposeful
	learning
Teaching Learning	Projector
Resources	• Laptop
	Smart phones
	Video clips
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Venture.
	Geswicki, C. (2007). Developmentally appropriate practices. Curriculum and development in
	early education. Clifton Park: Thompson Delmar Learning.
	Ormrod, J. E. (2014). Essentials of educational psychology (4 th ed.). New Jersey: Pearson.
Additional Reading List	Berlinder, D. C., & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York:
	Macmillan, Brown and Benchmark.
	Berk, L. E. (2012). Infants and children: Prenatal through middle childhood (7 th ed.). Toronto:
	Allyn & Bacon.
CPD Needs	Seminar on selected theories of language acquisition

Year of B.Ed.	2	Semester	2	Place of lesson in semester	0
					1 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	Language Acquisition	Language Acquisition and Development in Early Years Lesson Duration							
Lesson description Previous student	This course will expose student teachers to the factors affecting language development in early years. Students will be exposed to biological factors and environmental factors that affect language acquisition and development in early years. Student teachers will examine the implications of such factors to the early grade teacher. Student teachers have learnt about theories of child language acquisition and development.								
teacher knowledge, prior learning (assumed)									
Possible barriers to learning in the lesson	Student teachers m	ay not be co	onversan	t with the stages	of langua	age acqu	uisition		
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work- Based Leaning	Seminars	Independent Study		e-learning opportunities	Practic	um
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face –to-face: Studelivery by means of presentations of value Practical activity: Staffect/promote languages: A talk on Independent study educational search early years. e-learning opportuaffect/promote languages: A talk on Independent study educational search early years.	of brainstori rious kinds. tudent teac guage devel the factors : Student te for more in	m, discus hers in g lopment that affe achers w formatio erPoint p	s, pair work, groups will share in early years. ect/promote lang will independently non the factors in the factors, automotes and the second s	up work, I deas, opin guage dev y read cou that affec	nands-o nion, ex elopme irse mai t/promo	n, activity based periences on the nt in early years. nuals, do on line ote language dev	and do e factors open velopme	that nt in
• Learning	Learning Outcomes		ортисти				e skills/Cross-cutting issues		
Outcome for the lesson, picked and developed from the course specification Learning indicators for	Demonstrate know understanding of fa language acquisitio development amon	ectors affect n and ng children e attitud	e in	and developme Indicate their	s that common exploration and common exploration collar co		skills targeted include: munication, critical thinking, pration, e-learning boration/teamwork, rvation and inquiry		ıg,
each learning outcome	promoting languag development	ge acquisition	on and	implications for early grade tea					
Topic	Sub topic	Stage/tim	e	Teaching and learning to achieve learning outcomes: depending on delivery mode select Teacher led, collaborative group work or independent study					ted.
				Teacher Activit	у		Stud	dent Act	ivity
		Introduction mins	on:10	Discussion Tutor/lecturer I discussions on t lesson on theor language acquis development Tutor/lecturer i factors that affe language development early years	the previonies of sition and introduce ect/promo	s the ote	Discussions & B Student teacher previous lesson of language acq development. Student teacher possible factors affect/promote development.	rs discus on theo uisition rs brains that	s the ories and ctorm

	F	C: 4.40 :	D :					
	Factors affecting	Stage 1: 40 mins	Brainstorming & Discussion	Pair work & Discussion				
	or promoting		Tutor/lecturer leads students	Student teachers in pairs				
	language		through questioning to	discuss factors that				
	development in		brainstorm on the factors that	affect/promote language				
	early years		affect/promote language	development in early years				
	Dialasia di fasta da	Ct 2. 20	development in early years	Out Course Bus and the us				
	Biological factors	Stage 2: 30 mins	Discussions	Oral Group Presentations				
			Tutor/lecturer leads	Student teachers in small				
			discussions on biological	groups discuss biological factors that affect/promote				
			factors (cognitive processes,	_ · ·				
			linguistics and perceptions) that affect/promote language	language development in early years				
			development in early years.	earry years				
	Environmental	Stage 3: 30 mins	Brainstorming & Discussion	Group work & PowerPoint				
	factors and	Stage 3. 30 mins	Tutor/lecturer leads	Presentation				
	closure of		brainstorming and discussions	Student teachers in small				
	the lesson		on environmental factors	groups identify the				
	the lesson		(family interactions,	environmental factors that				
			storytelling, historical	affect/promote language				
			narratives reading to the	development in early years				
			children, print-rich learning	using PowerPoint				
			environment) that	presentations to bring the				
			affect/promote language	lesson to a closure.				
			development in early years to					
			bring the lesson to a closure.					
		Conclusion: 10		Recap the lesson by				
		min	Ask student teachers recap	summarize the salient points				
			the lesson by giving the	discussed in the lesson.				
			salient points. Answer questions that	Student teachers ask any				
			student teachers may have.	questions they may have for				
			student teachers may have.	clarification.				
Lesson assessments –	Component 1: Cou							
evaluation of	Summary of assess							
learning: of, for and		_	PowerPoint presentation in small	=				
as learning within			ment in early years and its implic	ations for the early grade				
the lesson(linked to		on and contribution						
learning outcomes)		are: Communication	n, teamwork/collaboration, explo	ration and inquiry skills				
	Weighting: 30%	a outcomes: Course	learning outcome 1					
		g outcomes: Course	learning outcome 1 ourages learners collaborations a	nd leads to nurnosoful				
	learning	ngiui tasks tilat elict	ourages rearriers collaborations a	nd leads to purposerui				
Teaching Learning	jector							
	top							
	art phones							
	eo clips							
Required Text (core)		evelopmental psycho	ology for educators. Accra: Janlex	Venture.				
			opropriate practices. Curriculum					
		Park: Thompson Delr		,				
			ational psychology (4 th ed.). New	Jersey: Pearson.				
A 1 19:01 1 5 19								
Additional Reading	Berlinder, D. C., & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York:							
Additional Reading List	Macmillan, Brown							
	Macmillan, Brown		Prenatal through middle childhoo	od (7 th ed.). Toronto: Allyn &				
	Macmillan, Brown		Prenatal through middle childhoo	od (7 th ed.). Toronto: Allyn &				
	Macmillan, Brown a Berk, L. E. (2012). II Bacon.	nfants and children:	Prenatal through middle childhoo					

Year of B.Ed.	2	Semester	2	Place of lesson in semester	
					123456789 LU 11 12

Title of Lesson	Develo	pmentally i	Appropria	te Learning Er	nvironmen	t	Lesson Durat	tion	3 Hours
Lesson description	discuss	This lesson focuses on the concept of developmentally appropriate learning environment. It discusses the setting up of indoor and outdoor learning environment that enhances cognitive, socio-emotional and physical development of the learner.							
Previous student teacher knowledge, prior learning (assumed)		tudent teachers have observed the learning environment of early grade classrooms from neir school visits							
Possible barriers to learning in the lesson	partne	ck of physical structures, equipment and objects at most outdoor environment at tructurer schools and the college demonstration school may pose a barrier to the practissions of this lesson.							
Lesson Delivery – chosen to support students in achieving the outcomes	Face- to- face	Practica I Activity	Work- Based Leaning	Seminars	Independ Study		arning ortunities	Practi	cum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	lesson based a Practic of pare Semina Indepe educat and act e-learn of pare	Face -to-face: Student teachers meet with tutor/lecturer on daily bases in the lesson delivery by means of brainstorm, discuss, pair work, group work, hands-orbased and do presentations of various kinds. Practical activity: Student teachers in groups will share ideas, opinion, experience of parents in the growth and development of children Seminars: A talk on teachers role in involving parents in school programmes and Independent study: Student teachers will independently read course manuals, deducational search for more information on the involvement of parents in school and activities. e-learning opportunities: PowerPoint presentations, audio-visuals and video clip of parents in the growth and development in the early years. Practicum: Student teachers will do practice teaching at their colleges' demonstr							itity In the role rities. Iline open grammes the role
Learning Outcome for the	_	ng Outcom		earning Indica	ators	Core skills	/ Cross cutting	issues	
lesson, picked and developed from the course specification • Learning indicators for each learning outcome	unders to crea develo approp outdoo enviror promo socio-e physica	edge and tanding on te a pmentally viriate indoo or learning nment that tes the cog emotional a al developmarly grade	how end of the second s	environment oromotes ognitive deve of all early earners durin upported tea chools (STS)	learning that the lopment grade ng their ching in	communio exploratio	targeted includ cation, critical th in, collaboration on, inquiry cum	ninking,	vork,
			c e f e d e d	Design an indo putdoor learnication and the second and the supplements of the suppleme	ng hat socio- of all rners ported				
			c e	valuate an incoutdoor learning invironment to brown the promotes the p	ng hat				

			early g during	opment of all grade learners the supported ng in schools		
Topic	Sub topic	Stage/t		Teaching and lead depending on de	elivery n	o achieve learning outcomes: node selected. Teacher led, k or independent study
				Teacher Activity	,	Student Activity
		Introdu	iction:	Ask student teac	hers	Student teachers reflect on their
		10 min		to share feedbac from STS on the learning environ they have observ from their visits to schools.	ment ved	STS experiences and shares with the class the key features of the early grade environment they have observed.
	The concept of	Stage	1: 30	Brainstorming &	t	Group work and oral
	developmental ly appropriate Learning environment	mins		Discussion Tutor/Lecturer le brainstorming ar discussions on th introduction to t concept of developmentally appropriate prace and creation of in and outdoor lear environment tha	nd ne he ttices ndoor	presentation Student teachers in small groups list things/items/objects/images that promotes cognitive development in an indoor and outdoor learning environment for all early grade learners and do presentation
				promotes cognit		
				development of		
				early grade learn	ners	
	Designing of developmental ly appropriate indoor and outdoor learning environments	Stage 70mins	2:	Discussion Tutor/Lecturer lediscussions on designing of developmentally appropriate indo and outdoor lear environment that facilitates socioemotional development of early grade learn	oor rning at	PowerPoint presentations in pairs Student teachers in pairs do PowerPoint presentation on designing of developmentally appropriate indoor and outdoor learning environment that facilitates socio-emotional development of all early grade learners
	Evaluate			Discussions	1013	Group discussions and
	indoor and outdoor learning environments that promotes physical development of all learners	Stage mins	3: 50	Tutor/lecturer le discussions to evaluate indoor outdoor learning environment that promotes the ph development of early grade learn during supported teaching in school	and 3 ot nysical all ners d	presentations Evaluate an indoor and outdoor learning environment that promotes the physical development of all early grade learners during supported teaching in schools.
	Lesson closure	Stage mins	4: 20	Building portfoli To bring the lessed a closure, tutor/lecturer less students to list suppoints in the less building their portfolios	on to ads alient	Building portfolios individually Student teachers individually build portfolios based on the salient points in the lesson to close the lesson

1	Commonwet 1. Commonwell								
Lesson assessments –	Component 1: Coursework								
evaluation of learning: of, for	ummary of assessment method:								
and as learning within the	Assessment for, of and as learning (Student teachers' presentations ondesigning a								
lesson(linked to learning	developmentally appropriate learning environments)								
outcomes)	Core skills targeted are: Communication, teamwork/collaboration, exploration and inquiry								
	skills								
	Assessment learning outcomes: Course learning outcome 1								
	NTS 3k: Integrates a variety of assessment modes into teaching to support learning								
Teaching Learning Resources	Projector								
	Laptop								
	Smart phones								
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Venture.								
	Geswicki, C. (2007). Developmentally appropriate practices. Curriculum and development in								
	early education. Clifton Park: Thompson Delmar Learning.								
	Ormrod, J. E. (2014). Essentials of educational psychology (4 th ed.). New Jersey: Pearson.								
Additional Reading List	Berlinder, D. C., & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York:								
	Macmillan, Brown and Benchmark.								
	Berk, L. E. (2012). Infants and children: Prenatal through middle childhood (7 th ed.). Toronto:								
	Allyn & Bacon.								
CPD Needs	Seminar on developmentally appropriate early grade school indoor and outdoor								
	environments. Show video clips on developmentally appropriate indoor and outdoor learning								
	environments that promote learning.								

Year of B.Ed.	2	Semester	2	Place of lesson in semester	11
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Title of Lesson	Parental Involv						Lesson Duratio	Hours		
Lesson description							al involvement in			
		growth and development in early years. Student teachers will be exposed to the role of the								
		teacher in involving the parents in school programmes and activities. Student teachers will								
		dentify the role of parents in supporting the growth and development of the child in school								
		setting and at home.								
Previous student teacher	Student teache	rs have lea	rnt about t	the role of so	me found	ders in	early childhood	education		
knowledge, prior learning										
(assumed)										
Possible barriers to learning	Student teache	rs might th	ink attend	ing PTA mee	tings is th	e sole	role of parents			
in the lesson				1 1						
Lesson Delivery – chosen to	Face-to-face	Practical	Work-	Seminars	Indepen	ident	e-learning	Practicum		
support students in		Activity	Based		Study		opportunities			
achieving the outcomes			Leaning							
Lesson Delivery – main mode							ly bases in the le			
of delivery chosen to support						ork, gr	roup work, hands	-on,		
student teachers in achieving	activity based a									
the learning outcomes.		-					inion, experience	s on the		
	role of parents						_			
				• .			orogrammes and			
	-	-					ourse manuals, do			
				formation or	n the invo	lveme	nt of parents in s	chool		
	programmes ar									
							als and video clip	s on the		
	role of parents		vth and de							
Learning Outcome for	Learning Outco	mes		~		cills/cross-cutting	g issues			
the lesson, picked and				Indicators						
developed from the	Demonstrate ki						kills targeted include:			
course specification	understanding			-			unication, critical thinking,			
Learning indicators for	involvement in	_	ı and	involving explora						
each learning outcome	development o	f the child		· ·		ration/teamwor				
				growth and observed development of			ation and inquiry			
					ent of					
				the child.						
				Explain and						
				discuss the						
				of the teac						
				involvemer	IC OT					
				parents in						
				school						
				programme						
Tonic	Sub tonic	C+0/-	ime	and activiti		na to	shious learnin	outcom:		
Topic	Sub topic	Stage/t	iine				achieve learning ode selected. Tea			
				-		-	or independent :			
				Collaborati	ve group	WOLK		dent		
				Teacher Ac	tivity		Activ			
	The concept of	Stage 1	: 40 mins	Reflection	& Discuss	ion	Pair work & Di	-		
	parental	Juge 1	. 10 1111113	Tutor/lectu			Student teache			
	involvement			student tea			discuss the con			
	mvorvement			reflecting a		ssion	parental involv			
				on the con		,31011	school program			
				parental in	-	nt	activities	incs and		

	Role of the teacher in involving parents in school activities Role of parents in supporting the growth and development of the child in school and at home	Stage 2: 400 mins Stage 3: 80 mins	Discussion Tutor/lecturer leads student teachers in discussions and identifying the role of parents in school programmes and activities Brainstorming & Discussion Tutor/lecturer leads student teachers in reflecting and discussion on the role of parents in supporting the growth (physical, emotional, cognitive, social) and	Group work & Presentation Student teachers in small groups discuss and list the roles of teachers in parents involvement in school programmes and activities Pair work & PowerPoint Presentation Student teachers in pairs list the role of parents in supporting the growth (physical, emotional, cognitive, social) and development (ability to accomplish developmental tasks, benchmark goals,		
			development (ability to accomplish developmental tasks /benchmark goals)of the child in school and at home	milestone accomplishments) of the child in the home and at school using Google scholar drive on line resources. Student teachers do PowerPoint presentation in pairs		
	Lesson closure	Stage 4: 20 mins	Discussion Tutor/lecturer asks student teachers to orally mention salient points in the lesson to close the lesson Assignment Ask student teachers to read about classroom and behaviour management for the next lesson.	Oral Discussion Student teachers take turns to orally mention the salient points in the lesson. Assignment Student teachers read about strategies for classroom and behaviour management in preparation for the next lesson		
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	school programm Core skills targete skills Assessment learn NTS 1a: Critically NTS 3h: Sets mea	essment method: of and as learning of the and activities (Page) are: Communicat are outcomes: Cour and collectively refl ningful tasks that e	on the factors affecting/pron articipation and contribution tion, teamwork/collaboration rse learning outcome 1 lects to improve teaching an ncourages learners collabor	ns during the lesson) In, exploration and inquiry Ind learning		
Teaching Learning Resources	jector itop art phones eo clips	top art phones				
Required Text (core)	Ammah, C. (2016 Geswicki, C. (200 early education. (Ormrod, J. E. (201	7). Developmentally Clifton Park: Thomp L4). Essentials of ed	son Delmar Learning ucational psychology (4 th ed	riculum and development in I.). New Jersey: Pearson.		
Additional Reading List	Asare, E. (2012). Otami, S. P. (2016	The young child in t 5) The young child a mis-Lemonda CS. N	he family. Winneba: Franco and the family. Winneba: Joe Maternal responsiveness and	Press emends Publications		

	Maternal responsiveness: Characteristics and consequences. San Francisco, CA: Jossey-Bass;1989:49-61. Ainsworth M, Blehar M, Waters E, Wall S. Patterns of attachment: A psychological study of the Strange Situation. Hillsdale, NJ: Erlbaum; 1978. Grusec JE, Goodnow JJ. Impact of parental discipline methods on the child's internalization of values: A reconceptualization of current points of view. Developmental Psychology 1994;30(1):1-19. Rogoff B. Apprenticeship in Thinking. New York, NY: Oxford University Press; 1990.
CPD Needs	Seminar on parental support on the growth and development of the child

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 7
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Title of Lesson	Early Grade Classroom and Behaviour Management				Les	son Duration	3 hours	
Lesson description	This lesson introduces student teachers to the concept of classroom and behaviour management in early grade. Student teachers will explore a variety of strategies for managing the classroom and learners' behaviour, including those with special educational needs (SEN). This is aimed at equipping student teachers with skills to deal with disruptive behaviour and to establish a classroom environment that promotes learning.							
Previous student teacher	Student teachers	have expe	rienced ho	w mentors	in partner	scho	ols manage the	behaviour of
knowledge, prior learning (assumed)	Student teachers have experienced how mentors in partner schools manage the behaviour of learners in early grade.							
Possible barriers to learning in the lesson	Student teachers may have strong views in favour of corporal punishment as a means of managing learners' behaviour							
	Face-to-face		Work-	Cominare	Indonon	dont	a laarning	Dracticum
Lesson Delivery – chosen to support students in achieving the outcomes	race-to-race	Practical Activity	Based Leaning	Seminars	Independ Study	uent	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Discussion, brainstorming Independent study: Individual reflections and reading assignment Seminar: Group presentations e-learning opportunity: Use of mobile phones and searching for information online							
Learning Outcome for the lesson, picked and	Learning Outcomes			Learning e skil		e skill	ills/ Cross-cutting issues	
developed from the course specification Learning indicators for each learning outcome	Demonstrate knowledge and understanding of creative behaviour management strategies to manage all early grade learners			Identify and discuss cutting behaviour commanagement theories and strategies Apply creative strategies to manage the behaviour of early grade learners Core cutting cutti		cuttii comr colla skills	re, transferable and cross ting skills targeted include mmunication, critical thinking, laboration, observation enquiry lls, digital literacy andinclusion.	
Topic	Sub topic	Stage/tim	е					
				depending on delivery mode selected. Teacher led				
				collaborative group work or indep			•	
				Teacher Ac	tivity			udent ivity
Early Grade Classroom and Behaviour Management		Introducti 15min	on:	Discussion Ask student teachers to share from their STS experience how their mentors have been managing children's behaviour. Ask student teachers to think back to their own childhood days to identify one misbehaviour they exhibited and their reason for the misbehaviour. Ask volunteers to share with the class. [This will help]		Student teach back to their of days to identi misbehaviour exhibited and reason(s) for misbehaviour A few student share their m and reason(s) whole class.	childhood fy one they the their t teachers isbehaviour	

Т	T	1	-Audinakan I	
			student teachers understand that	
			misbehaviour is a part of	
			childhood and that there	
			are reasons for the	
			misbehaviour children	
			exhibit.]	
TI	he concept of	Stage 1: 60 min	Discussion& Group Work	Group Work &
	ehaviour	J	Present a concept	Presentation
m	nanagement		mapping of the major	Participate in discussion
N	⁄loral		areas/sub-topics to be	about the concept of
d	levelopment		discussed in the lesson.	behaviour management
th	heories (Piaget		Lead student teachers to	and how it is important in
8.	k Kohlberg)		discuss the concept of	creating the needed
			behaviour management	atmosphere for teaching
			and how it is important in	and learning.
			creating the needed	In groups surf the internet
			atmosphere for teaching	to read about the moral
			and learning.	development theory
			Divide the class into 2	assigned. Students can use the link in the
			major groups and assign	resourcesand visit other
			one group to read about the moral development of	sites.
			Piaget and the other	Each group presents the
			group to read about	information from their
			Kohlberg. Ask the 2	reading to the class
			groups to further divide	through poster
			into smaller groups of not	presentations. Student
			more than 5 members.	teachers discuss the
			Ask groups to do poster	presentations of each
			presentation with the	group.
			information from their	
			reading. Encourage	
			discussion after each	
			presentation.	
	Classroom and	Stage 2: 60 min	Introduce the 4-Step	Student teachers take note
	Behaviour		Approach (Avoid,	of the 4-Step Approach for
	nanagement		Anticipate, Respond and	classroom and behaviour
50	trategies		Repair) for Classroom and Behaviour Management	management as presented by tutor.
			and guide student	by tator.
			teachers to explain each	In groups, student
			of these briefly.	teachers brainstorm for
			AVOID:	classroom and behaviour
			Strategies for	management strategies
			avoiding some	under the step assigned to
			misbehaviour from	them. After some minutes
			happening e.g.	of brainstorming, student
			establishing rules &	teachers can surf the
			rountines, good	internet for additional
			organization of the	ideas and from the
			classroom including	additional reading list.
			the physical layout	Student teachers put their
			ANTICIPATE: Dradicting likely	strategies on flipcharts,
			Predicting likely	titled with the step assigned to their group
			misbehaviours and taking the necessary	and display for gallery
			actions before they	walk.
			happen e.g.	Student teachers go round
			separating learners	to read the ideas on the
			who are likely to fight	flipcharts and note them
			wind are likely to light	pariar to and note them

		or disturb from where	for later discussion.
		they sit together.	Student teachers discuss
		REPOND:	the ideas from the various
		Responding to good	groups as a whole class
		behaviour with	and note any additional
		rewards (e.g. praises,	ideas from the tutor.
		token) and to	
		misbehaviour with	
		consequences (e.g.	
		time out, withdrawal	
		of rewards)	
		• REPAIR:	
		Repairing the broken	
		relationship between	
		the teacher and	
		learner after a	
		consequence is given	
		for misbehaviour.	
		Put student teachers into	
		4 groups and assign each	
		group one of the four	
		steps to come up with	
		strategies under each of	
		them for early grade	
		learners.	
		Ask each group to write	
		their ideas on flipchart	
		and display for gallery	
		walk.	
		After gallery walk, ask	
		student teachers to share	
		the key strategies they	
		have picked under each of	
		the 4 Steps for discussion.	
		Add other key strategies	
		under each of the 4 steps	
		that have not come up	
	c. 2.20 ·	from the group work.	
Managing the	Stage 3: 30 min	Show a video on	Watch a video on
behaviour of learners with		managing the behaviour	managing the behaviour of
		of children with special	children with special
SEN		needs.	needs. Student teachers engage
		Facilitate a class	in a discussion on the
		discussion onthe video	video and any additional
		shown and any additional	ways that may be
		ways that may be	necessary for managing
		necessary for managing	the behaviour of children
		the behaviour of children	with special needs.
		with special needs.	
		Direct student teachers to	
		always refer behaviour that is outside their	
		competency to the appropriate authorities.	
	Conclusion: 15 min	Discussion	Discussion
	CONCIUSION. 13 IIIII	Recap the lessonby asking	Student teachers share
		student teachers to share	their key takeaways from
		their key takeaways from	the lesson.
		the lesson.	Go through the course
	<u> </u>	the leason.	So unough the course

_		Take student teachers	learning outcomes to			
		through the learning	check that all outcomes			
		outcomes of the whole	have been met.			
		course to check that all				
		the outcomes have been	Student teachers ask			
		met through the delivery	questions they may have			
		of the various lessons.	for clarification			
		Recap any areas where				
		needed.	To Do Before Next Course			
		Invite and answer	Student teachers read			
		questions student	about Child Growth and			
		teachers may have.	Development from the			
		To Do Before Next Course	core reading text for and			
		Ask student teachers to	online sources in			
		read the core text for	preparation for the next			
		Child Growth and	course.			
		Development and from				
		online sources in				
		preparation for the next				
		course.				
Lesson assessments –	Individual presentation on developmen					
evaluation of learning:of,	the behaviour of learners, including the					
for and as learning within	the early grade teacher (Core skills targ	geted are reflection, critical thi	inking, inquiry skills and			
the lesson(linked to	digital skills).					
learning outcomes)						
	Assesses Learning Outcomes: Course		h anasial advastianal nasala			
	NTS 3f: Pays attention to all learners, especially girls and student with special educational needs,					
	ensuring their progress.					
	NTS 3m: Identifies and remediates learners' difficulties or misconceptions, referring learners					
Teaching Learning	whose needs lie outside the competency of the teacher.					
Resources	Mobile phones Laptops					
Resources	Projector					
	Managing behaviour of children with SEN https://www.youtube.com/watch?v=1dKK-lbhTm0					
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Venture					
	Geswicki, C. (2007). Developmentally appropriate practices. Curriculum and development in					
	early education. Clifton Park: Thompson Delmar Learning Ormrod, J. E. (2014). Essentials of educational psychology (4 th ed.). New Jersey: Pearson.					
Additional Reading List	Berlinder, D. C., & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York:					
	Macmillan, Brown and Benchmark.					
	Berk, L. E. (2012). Infants and children:	Prenatal through middle child	lhood (7 th ed.). Toronto:			
	Allyn & Bacon.	Allyn & Bacon.				
	FTTT Teacher Reference Manual page 15 - 20					
CPD Needs	Workshop for tutors on classroom and behaviour management strategies in early grade					
Lesson Evaluation	³ Component 1: Subject Portfolio Asse	ssment (30% overall score)				
	Selected items of students wo	-	%			
	Midterm assessment = 20%					
	Reflective Journal = 40%					
	Organisation of the subject portfolio = 10% (how it is presented /organised)					
			,			
	⁴ Component 2: Subject Project: (30% overall semester score)					
	Introduction, a clear statement of aim and purpose of the project = 10%					
	Methodology: what the student teacher has done and why to achieve the purpose of					
	the project = 20%					
	Substantive or main section = 40%					
	• Conclusion = 30%					
	Component 3: End of Semester Exams 40%					

 $^{^3}$ See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP 4 See rubrics on Subject Project Assessment in Annex 6 of NTEAP

