Four-Year B.Ed. Course Manual

Child Growth & Development

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Transforming Teaching, Education & Learning

FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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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.	*Core and transferable skills and cross cutting issues, including equity and inclusion*

5. **Course Learning Outcomes** On successful completion of the course, student teachers will be able to:	6. **Learning Indicators**
CLO 1. Demonstrate an understanding of the development and functions of different parts of the brain and the core principles for brain development during early childhood (birth to 8 years) and their educational implications for all early grade learners (NTS 2e).	1.1 Identify the various parts of the brain and explain their functions. 1.2 Examine the core principles affecting brain development of all early grade learners and their educational implications for all early grade learners.
CLO 2. Demonstrate knowledge and application of the learning theories and their educational implications to support learning of all children in diverse early childhood settings (NTS 2e).	2.1 Compare and contrast the various theories of learning and how they are applied in early grade settings during supported teaching in schools. 2.2 Examine how the theories are applied in enhancing exploration of all learners in early grade settings during supported teaching in schools.
CLO 3. Demonstrate knowledge and understanding of the intellectual, psycho-social and physical development of children from birth to eight years and their educational implications for all early childhood learners (NTS 2e, 3f).	3.1 Identify the main developmental milestone across the various domains and how they reflect the early grade level expectations. 3.2 Examine the educational implications of development across the domains for all early childhood learners.
CLO 4. Demonstrate knowledge and understanding of the theories and stages of language development and the factors that influence language acquisition and development of all children in varying learning contexts (NTS 2e, 3f).	4.1 Compare and contrast the various theories of language development in children. 4.2 Distinguish between the various stages of language development and their educational implications for language development of all early grade learners.
CLO 5. Demonstrate knowledge and understanding of how to create a developmentally appropriate indoor and outdoor learning environments to promote the cognitive, socio-emotional and physical development of all early grade learners in diverse early grade settings during supported teaching and homes (NTS 2e, 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.
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).	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 exhibited by early grade learners including those with SEN to promote the learning of all early grade learners in diverse early grade settings during supported teaching in schools.

7. **Course Content**			
Unit	Topic	Sub-topic if any)	Teaching and learning activity to achieve the learning outcomes
1	Brain development from birth to eight years	1.1 Parts 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

			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, socio-emotional, 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 audio-visuals; co-planning and co-teaching with SEN specialist on creative approaches for managing behaviour of early graders with SEN using audio-visuals and animations

2. Teaching and Learning Strategies

3. Course Assessment Components

[1]**Component 1: Subject Portfolio Assessment (30% overall score)**
- Selected items of students work (3 of them -10% each) = 30%
- Midterm assessment = 20%
- Reflective Journal = 40%
- Organisation of the subject portfolio = 10% (how it is presented /organised)

NOTE
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

[2]**Component 2: Subject Project: (30% overall semester score)**
- Introduction, a clear statement of aim and purpose of the project = 10%
- Methodology: what the student teacher has done and why to achieve the purpose of the project = 20%
- Substantive or main section = 40%
- Conclusion = 30%

NOTE
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

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[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:

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

Additional reading list:

mah, 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.

elton, 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

5.	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

LESSON 1

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

Title of Lesson	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 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 learning in the lesson	The concept of brain development can appear complex for student teachers if not presented in a simple way with diagrams and videos to facilitate understanding

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [√]	Practical Activity [ ]	Work-Based Leaning [ ]	Seminars ✓ [ ]	Independent Study [√]	e-learning opportunities [√]	Practicum [ ]

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face**: 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 for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes:	Learning Indicators:	Core skills/ cross-cutting issues
	Demonstrate an understanding of the development and the functions of different parts of the brain and the core principles for brain development during early childhood (birth to 8 years) and their educational implications for all early grade learners.	• Identify the various parts of the brain and explain their functions • Examine the core principles affecting brain development and their educational implications for all early grade learners.	Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

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**
Brain Development from Birth to Eight Years		Introduction: 15min	Ask student teachers to write on sticky notes what they expect to gain/learn from going through the lesson, Child Growth & Development, and display on the wall. Ask a student teacher to read through the expectations displayed and present the CLOs of the course to give	Student teachers write on sticky notes their expectations from the course and display for reading. A student read through the expectations displayed to the whole class.

			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.
		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, 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 with the 6 parts labelled. **Group Work** Put student teachers into small groups and assign each group one of the 6 parts of the brain to read about their 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 relationship in relation to information processing. Present the 3 core principles of brain development (Experiences build brain architecture; Serve and return interaction shapes brain circuitry; Toxic stress derails healthy development in children) and ask student teachers in groups to read online and examine these principles. Ask each group to prepare notes from their reading for seminar presentations.	**E-learning & Group Work** Student teachers watch the video on brain development in children and reflect on the information from the video. Student teachers 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 them by identifyits functions. Student teachers present the functions of the part of the brain they worked on for class discussion. In groups, student teachers read from online sources and other reading text for information on the core principles of brain development and examine these principles. Student teachers present their group work on the core principles of brain development in a seminar mode.
	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 | | development and learning in children based on the 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 based on the brain research.

During STS, ask student teachers to put into practice their list of "Dos" and "Don'ts" to guide their practice. Let students reflect on their list and update for their portfolio. | necessary for successful brain development and learning in children based on the information presented from the brain research.
In groups, student teachers reflect on the information brain development and the conditions necessary for successful learning. Student teachers work in their groups to make a list of their "Dos" and "Don'ts" to support children's brain development and learning.

During STS, student teachers put into practice their list of "Dos" and "Don'ts" to guide their practice. Student teachers reflect on their list and update for their portfolio. |
|---|---|---|---|---|
| | | **Conclusion: 10mins** | Recap the lesson by asking student teachers to share their key takeaways from the lesson.
Answer questions student teachers may have. | Student teachers share their key takeaways from the lesson with the whole class and ask any questions they may have for clarification. |
| **Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)** | Component 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
NTS 1a: Critically and collectively reflects to improve teaching and learning | | | |
| **Teaching Learning Resources** | jector
eo clips
art phones
tops
ps://www.youtube.com/watch?v=vpXrgJ5aj_4 | | | |
| **Required Text (core)** | Ammah, C. (2016). *Developmental psychology for educators.* Accra: Janlex Venture. [chapter 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 (4th 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 (7th ed.). Toronto: Allyn & Bacon.
FTTT Trainer Manual for Student Teachers page 16 - 20 | | | |
| **CPD Needs** | Seminar on Brain Research and teaching brain development to student teachers | | | |

LESSON 2

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

Title of Lesson	Learning Theories		Lesson 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)	Student teachers knowledge of the brain research will be useful for understanding more about how children learn in this lesson.			
Possible barriers to learning in the lesson	Student teachers might find some of the theories complex to understand.			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face**: 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.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Core skills/ cross-cutting issues
	• Demonstrate knowledge and understanding of learning theories and their educational implications to the learning of diverse groups of children in early grade.	• Compare and contrast behavioural theories of learning • Identify the educational implications of the behavioural theories of learning for early grade learners.	Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

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
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 Theories of Learning and Educational Implications for Early Grade	Stage 1: 20min	**Group Work/Discussion** **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.	**Group Work& E-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: 20min	**Question &Answer** 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 Ask student teachers to share the points they wrote on sticky notes during their next school visit. **Assignment** Ask student teachers to read about cognitive theories of learning in preparation for the next lesson.	STS Student teachers work with small groups of learners to put into practice the points they wrote on sticky notes. **Assignment** Student teachers read from online sources and the core reading text for information on cognitive learning theories.
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Component 1: Coursework Summary of assessment method: Assessment for and as learning (PowerPoint presentations on the behavioural theories of learning and their educational implications). Core skills targeted are communication, teamwork/collaboration, inquiry skills and digital skills. Assesses learning outcomes: Course learning outcome 2 NTS 3e: Employs a variety of instructional strategies that encourage student participation and critical thinking			
Teaching Learning Resources	- PowerPoint - Projector - Video clips - Smart phones - Laptops			
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 (4th 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 (7th ed.). Toronto: Allyn & Bacon.			
CPD Needs	Seminar for tutors on the educational implications of behavioural theories of learning for early grade learners			

LESSON 3

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

Title of Lesson	Learning Theories		Lesson Duration	3 hours
Lesson description	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.			
Previous student teacher knowledge, prior learning (assumed)	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.			
Possible barriers to learning in the lesson	Student teachers may have challenges identifying learning theories that have implications for early grade teachers.			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-To-Face:** Pyramid discussions and brainstorming **Independent Learning:** Individually searching for definitions and reading for the next lesson **E-learning opportunities:** Use of mobile phones and laptops **Seminars:** Group presentations

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core skills/ cross-cutting issues**
	Demonstrate knowledge and understanding of learning theories and their educational implications to the learning of diverse groups of children in early grade.	• Compare and contrast behavioural theories of learning • Identify the educational implications of the behavioural theories of learning for early grade learners.	Core skills targeted include communication, critical thinking, collaboration, enquiry skills and Digital literacy. These can be developed during whole class discussions and group work. Mixed groupings will be used and groups will discuss the relevance of cognitive development of early grade education that is inclusive to ensure that inclusivity issues are taken into account.

Topic: Learning Theories	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: 10min	**Reflection** Review students' previous knowledge by asking them to reflect on the previous lesson on behavioural learning theories and share salient points from that lesson.	**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.

	Cognitive theories of Learning	Stage 1: 50	**Discussion** Ask student teachers to explain what cognitive learning theories are from their reading ahead of the lesson. Lead a discussion on cognitive theories of learning. Encourage student teachers to contribute more ideas from their reading. Highlight the 2 specific theories under cognitive theories: Social Cognitive Theory (SCT) and the Cognitive Behavioural Theory (CBT)	**Discussion** Student teachers explain the meaning of cognitive theories of learning from their reading. Student teachers participate in a discussion on the cognitive theories of learning and note key points from the discussion
		Stage 2: 40 min	**Think-pair-share** Ask student teachers in pairs to compare and contrast the cognitive theories of learning and the behavioural theories which were introduced in the previous lesson. Ask the pairs to share their discussions with the whole class and summarize the discussions by highlighting the key differences between the cognitive and behavioural theories of learning	**Think-pair-share** In pairs, student compare and contrast the cognitive theories of learning and the behavioural theories. Student teachers present their ideas to the whole class for further discussion. Student teachers note additional differences between the 2 theories.
	Educational Implications of Cognitive theories of learning	Stage 3: 70 min	**Reflection and Discussion** Ask student teachers to reflect on their knowledge of cognitive theories of learning and identify the educational implications for them as early grade student teachers. Ask student teachers to write at least 2 implications each on sticky note and display for gallery walk. Ask one student teacher to lead a discussion on the implications displayed. **STS** Ask student teachers to make a list of the educational implications of cognitive theories of learning to guide their practice during school visit.	Student teachers to reflect on the knowledge gained from the cognitive theories of learning and write at least 2 educational implications on sticky note for gallery walk. Student teachers go round to read the educational implications from other students and participate in a discussion on the educational implications of cognitive theories of learning for early grade teachers. **STS** 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)	Component 1: COURSEWORK Summary of Assessment Method: Assessment of, for and as learning: Student teachers' reflective notes on the educational implications of cognitive theories of learning Assesses Learning Outcomes: Course learning outcomes 2 NTS 1a: Critically and collectively reflects to improve teaching and learning			
Teaching Learning Resources	Mobile phones 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 (4th 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 (7th 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. Kendra Cherry. (*2014). Piaget's Stages of Cognitive Development.* [Accessed: 23 September 2014] available at.http://psychology.about.com/od/piagets theory/a/keyconcepts.htm FTTT Trainer Manuals (Sabre Education)			
CPD Needs	A workshop for tutors on teaching cognitive development in early grade education			

LESSON 4

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

Title of Lesson	Learning theories		Lesson Duration	3 hours
Lesson description	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.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learnt about behauiorist and cognitivist theories.			
Possible barriers to learning in the lesson.	Student teachers may have difficulty understanding the socio-cultural theory and its implications for the early grade teacher			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face –to-face**: Student teachers meet with tutor/lecturer on daily bases in the lecture hall for lesson delivery by means of brainstorming, discussion, pair work, group work, hands-on, activity based and do presentations of various kinds. **Practical activity**: Student teachers in groups will share ideas, opinion, views, experiences on the Constructivist theory and its implications to the early grade teacher. **Seminars**: A talk on the socio-cultural theory and its implication for the early grade teacher. **Independent study**: Student teachers will independently read course manuals, do on line open educational search for more information on the Constructivist theory and its implications for the early grade teacher. **e-learning opportunities**: PowerPoint presentations, audio-visuals and video clips on the Constructivist theory and its implications for the early grade teacher **Practicum**: Student teachers will visit schools to observe the implementation of the Constructivist theory in early grade classrooms, take video clips for class presentation.

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	**Learning Outcomes**	**Learning Indicators**	**Cross-cutting and transferable skills**
	• Demonstrate knowledge and understanding of learning theories (the Constructivist theory)	• Identify and explain who a constructivist is • Discuss and share ideas on the socio-cultural theory • Examine and indicate its implications for the early grade teacher	Core skills targeted include: communication, critical thinking, exploration, e-learning, collaboration/teamwork, observation and inquiry.

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 Constructivist theory	Stage 1: 10 mins	**Brainstorming & Discussions** Tutor/lecturer leads student teachers in brainstorming and discussion on the cognitivist and behaviourist theories of learning.	**Discussions & pair work** Student teachers in pairs discuss who is a constructivist and what constructivist theory is all about using their phones, laptops and other relevant gadgets.

	Socio-cultural theory	Stage 2: 70 mins	**Discussion** Tutor/lecturer leads student teachers to discuss the constructivist socio-cultural theory that indicate that learning may not be individual constructions but 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	**Group work & Presentations** Student teachers in groups discuss the socio –culture theory using Google scholar on line educational resources and do presentations on their findings
	Zone of proximal development	Stage 3: 70 mins	**Reflection and discussion** Tutor/lecturer leads student teachers to reflect on Zone of Proximal Development. Tutor/lecturer demonstrate the practical aspects of the ZPD Let student teachers use available technology to look for information on the topic	**Pair work Discussion & PowerPoint Presentations** Student teachers in pairs discuss the Zone of Proximal Development and prepare PowerPoint notes for presentations in class
	Implications of the Constructivist theory for the early grade teacher and closure of lesson	Stage 4: 40 mins	**Brainstorming & Discussions** Tutor/lecturer leads student teachers in brainstorming and discussions on the implications of the Constructivist theory of Socio-cultural development and its implications for the early grade teacher. Tutor/lecturer asks student teachers to write the salient points from the lesson into their portfolios as closure of the lesson	**Group Discussions & Individual work** Student teachers discuss in small groups the implications of the socio-cultural theory for the early grade teacher. Students individually prepare notes on salient points of the lesson in building their portfolios to mark the closure of the lesson

Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Component: Coursework Summary of assessment method: Assessment for, of and as learning on group presentations on the Constructivist theory of Socio-cultural (Participation and contributions during the lesson) Core skills targeted are: Communication, teamwork/collaboration, exploration and inquiry skills Assessment learning outcomes: Course learning outcome 1 NTS 1a: Critically and collectively reflects to improve teaching and learning
Teaching Learning Resources	• Projector • 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 (4th 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 (7th ed.). Toronto: Allyn & Bacon.
CPD Needs	Seminar on the Zone of Proximal Development and its implication for the early grade teacher

LESSON 5

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

Title of Lesson	Child Development across the domains (from birth 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 knowledge, prior learning (assumed)	Student teachers can explain what intellectual development is about.		
Possible barriers to learning in the lesson	Student teachers may have the misconception that all learners have the same intellectual ability and must be able to learn at the same pace.		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face**: 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 and also use online resources such as Google scholar.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes:		Learning Indicators:		Core skills/ cross-cutting issues		
	Demonstrate knowledge and understanding of the intellectual development of children from birth to eight years and their educational implications.		• Identify the main developmental milestones across the intellectual development domain and how this reflect early grade level expectation. • Examine the educational implications of intellectual development for all early grade learners.		Core, transferable and cross cutting skills targeted include communication, critical thinking, collaboration, observation enquiry skills, digital literacy and inclusion.		

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**
Child Development across the domains (from birth to 8 years)		Introduction: 10 mins	**Discussion** Ask student teachers to share some key points from the previous lesson on the constructivist theories of learning.	**Discussion** Student teachers reflect on the previous lesson and share some key points from the constructivist theories of learningand their educational implications.
	Intellectual Development of the Child	Stage 1: 90 min	**Discussion& Group Work** Ask student teachers	**Group Work & E-learning** Student teachers share their ideas on what

			for the meaning of intellectual/cognitive development. Take a few ideas in a discussion and sum up with a definition of intellectual development. Introduce the stages of cognitive development by Jean Piaget. Put student teachers into mixed groups and assign each group a stage of cognitive development to read about from online and the core reading text and prepare for presentations. Each group can break into smaller sub-groups to increase participation.	intellectual/cognitive development is about and take note of the definition presented by tutor. In groups, student teachers read about the stage cognitive 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 sub-groups join their original groups to synthesize their ideas before presentation to the whole class.
		Stage 2: 60 min	**Presentation** Invite groups in turns to present their ideas from the stage assigned them to the whole class. Facilitate a discussion after each presentation to allow contributions and questions from student teachers in other groups.	**Presentation** Each group presents their ideas from the stage cognitive 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.
		Stage 3:	**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.	**Debate** Student teachers note other contemporary models presented by tutor. In groups, student teachers debate among themselves the different models of cognitive development theories.
	Educational implications of intellectual development	Stage 4:	**Discussion** Facilitate a whole class discussion on the educational implications of intellectual development focussing on the stage within which early grade learners fall (4-8 years).	**Discussion** Student teachers participate in whole class discussion about the educational implications of intellectual development for early grade learners

		Conclusion: 20 mins	Ask questions to recap the salient points in the lesson. Ask student teachers to prepare individual notes on the salient points. **Assignment** Ask student teachers to read about psycho-social development to prepare for the next lesson.	Student teachers respond to questions by sharing the salient points they have picked from of the lesson. Student teachers reflect and prepare individual notes on the salient points from the lesson that they will incorporate into 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 – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Component 1: Coursework Summary of assessment method: Assessment for and as learning (1500 words Student's reflective notes on intellectual development and how that will inform their practice and its implications for the early grade teacher). Core skills targeted are critical thinking and inquiry skills. **Weighting: 30%** Assesses learning outcomes: Course learning outcome 3 NTS 1a: Critically and collectively reflects to improve teaching and learning
Teaching Learning Resources	• PowerPoint • 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 (4th 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 (7th ed.). Toronto: Allyn & Bacon.
CPD Needs	Workshop for tutors on different models of intellectual/cognitive development

LESSON 6

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

Title of Lesson	Psycho-social development of the Child and its educational implications	Lesson Duration	3 Hours
Lesson description	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.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to other domains of development of the child.		
Possible barriers to learning in the lesson	Student teachers may be unaware what psycho-social development is about.		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face**: 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.						

Learning Outcome for the lesson, picked and developed from the course specification **Learning indicators for each learning outcome**	Learning Outcomes:		Learning Indicators:	Core skills/ cross-cutting issues
	Demonstrate knowledge and understanding of the intellectual development of children from birth to eight years and their educational implications.		- Identify the main developmental milestones across the psycho-social development domain and how this reflect early grade level expectation. - Examine the educational implications of psycho-social development for all early grade learners.	Core, transferable and cross cutting skills targeted include communication, critical thinking, collaboration, observation enquiry skills, digital literacy and inclusion.

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
Child Development across the domains from birth to 8 years		Introduction: 10min	**Discussion** Ask student teachers to share some key points from the previous lesson on intellectual development of a child. Ask follow-up questions to draw out the educational implications of intellectual development of children.	**Discussion** Student teachers reflect on the previous lesson and share some key points on the intellectual development of a child, emphasizing the educational implications for them as would-be teachers.

	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. 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 sub-groups to increase participation. Direct student teachers to the link under the resources to read about their stage.	**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. 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 sub-groups join their original groups to synthesize their ideas before presentation to the whole class.
		Stage 2: 40min	**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.	**Presentation** 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)	Component 1: Coursework Summary of assessment method: Assessment for and as learning (Group presentationson the implications of the stages of psycho-socialdevelopment (Core skills targeted are teamwork/collaboration, inquiry skills and digital skills). Assesses learning outcomes: course learning outcome 3 NTS 1a: Critically and collectively reflects to improve teaching and learning NTS 3e: Employs a variety of instructional strategies that encourages students' participations and critical thinking			
Teaching Learning Resources	PowerPoint Projector Laptop https://www.simplypsychology.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 (4th 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 (7th ed.). Toronto: Allyn & Bacon.			
CPD Needs	Seminar on the stages of Erik Erikson's psycho-social development and their educational implications for the early grade teacher.			

LESSON 7

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

Title of Lesson	Physical Development of the Child and its educational implications	Lesson Duration	3 hours
Lesson description	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 have learnt psycho-social development of the child and its educational implications. Also, student teachers have discussed some theorists in early grade education.		
Possible barriers to learning in the lesson	Student teachers may be unaware of the need to support the physical development of the child		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-To-Face:** Pyramid discussions and brainstorming **Independent Learning:** Individually searching for definitions and reading for the next lesson **E-learning opportunities:** Use of mobile phones and laptops **Seminars:** Group presentations						

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes			Learning Indicators	Core skills/ cross-cutting issues	
	Demonstrate an understanding of the concept, scope, meaning of physical development and its educational implications among early grade learners			Explain the concepts and relevance of physical development	Core skills targeted include communication, critical thinking, collaboration, enquiry skills and Digital literacy. These can be developed during whole class discussions and group work. Mixed groupings will be used and groups will discuss the relevance of cognitive development of early grade education that is inclusive to ensure that inclusivity issues are taken into account.	
	Demonstrate an awareness of the relevance of physical development and its educational implication among early grade learners			State at least three importance of physical development		

Topic: Cognitive Development in early grade education	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: 10min	**Pair Work** Ask student teachers to work in pairs to discuss what is physical development among early grade?	**Pair Work** In pairs, student teachers discuss physical development in relation to early grade education and present on posters
	Definitions and Scope of physical development	Stage 1: 40	**E-learning &Discussion** Ask student teachers to brainstorm the definitions of physical development. Let student teachers use videos to help define physical development.	**E-learning, Independent Learning & Discussion** Student teachers search for definitions and ways of physical development in the core reading text and online using their phones or laptops

			Facilitates the definitions of psycho-social development highlighting using videos to aid explanations.	Student teachers present the definitions gathered for a whole class discussion
		Stage 2: 25min	**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)	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
	Some proponents of physical development of early grade education	Stage 3: 15min	**Demonstration & 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 psycho-social development.	**Discussion** 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 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	**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 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 – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Component 1: COURSEWORK Summary of Assessment Method: Assessment of, for and as learning: Group presentations on the relevance of psycho-social development and its educational implications on early grade education Assesses Learning Outcomes: Course learning outcomes 2 NTS 3e: Employs a variety of instructional strategies that encourages students' participations and critical thinking
Teaching Learning Resources	• Mobile phones • 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 (4th 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 (7th 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). *Human development: Across the lifespan* (7th ed.). Boston: McGraw-Hill.
CPD Needs	A workshop for tutors on teaching psycho-social development of early grade education

LESSON 8

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

Title of Lesson	Language Acquisition and Development in Early Years	Lesson Duration	3 hours
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 theories: Nativist, propounded by Noam Chomsky and the Interactivist by Lev Vygotsky that underpin language acquisition among children.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learnt about literacy and came across some of these theories in the first year		
Possible barriers to learning in the lesson	Student teachers may find it a challenge learning the terminologies of the theories and the stages of language acquisition.		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face –to-face**: Student teachers meet with tutor/lecturer on daily bases in the lecture hall for lesson delivery by means of brainstorming, discussion, pair work, group work, hands-on, activity based and do presentations of various kinds. **Practical activity**: Student teachers in groups will share ideas, opinion, experiences on the theories of language acquisition and the stages of child language acquisition and development. **Seminars**: A talk on the language acquisition theories and their implications for the early grade teacher. **Independent study**: Student teachers will independently read course manuals, do Google search on line open educational search for more information on the theories of language acquisition and stages of language development. **e-learning opportunities**: PowerPoint presentations, audio-visuals and video clips on the stages of language acquisition theories.

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	**Learning Outcomes**	**Learning Indicators**	**Core skills/cross-cutting issues**
	Demonstrate knowledge and understanding of the theories of language acquisition and development	Explain the theories of language acquisition and development. Discuss the Nativist and Social Interactivist theories by Noam Chomsky and Lev Vygotsky respectfully	Core skills targeted include: communication, critical thinking, exploration, e-learning collaboration/teamwork, observation and inquiry
	Develop critical knowledge on stages of language acquisition and development	Identify the location of language in the brain, speech organs and the stages of language acquisition and development	

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: 10 min	Invite a few student teachers with different language backgrounds to tell the class how they acquired language while growing up	Student teachers share with the class the languages they speak and how they acquired those language.

	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
	The Location of language in the brain and the organs of speech	Stage 2: 20 mins	**Explanation & Discussion** 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	**Group Discussion & 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

Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Component 1: Coursework Summary of assessment method: Assessment for, of and as learning on the locations of language in the brain, stages of Language acquisition and speech organs (Participation and contributions during the lesson) 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 Resources	• Projector • 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 (4th 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 (7th ed.). Toronto: Allyn & Bacon.
CPD Needs	Seminar on selected theories of language acquisition

LESSON 9

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

Title of Lesson	Language Acquisition and Development in Early Years		Lesson Duration	
Lesson description	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.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learnt about theories of child language acquisition and development.			
Possible barriers to learning in the lesson	Student teachers may not be conversant with the stages of language acquisition			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face –to-face**: Student teachers meet with tutor/lecturer on daily bases in the lecture hall for lesson delivery by means of brainstorm, discuss, pair work, group work, hands-on, activity based and do presentations of various kinds. **Practical activity**: Student teachers in groups will share ideas, opinion, experiences on the factors that affect/promote language development in early years. **Seminars**: A talk on the factors that affect/promote language development in early years. **Independent study**: Student teachers will independently read course manuals, do on line open educational search for more information on the factors that affect/promote language development in early years. **e-learning opportunities**: PowerPoint presentations, audio-visuals and video clips on the factors that affect/promote language development in early years.

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	**Learning Outcomes**	**Learning Indicators**	**Core skills/Cross-cutting issues**
	Demonstrate knowledge and understanding of factors affecting language acquisition and development among children	Identify and explain factors that affect/promote language acquisition and development	Core skills targeted include: communication, critical thinking, exploration, e-learning collaboration/teamwork, observation and inquiry
	Develop positive attitude in promoting language acquisition and development	Indicate their implications for the early grade teacher	

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:10 mins	**Discussion** Tutor/lecturer leads discussions on the previous lesson on theories of language acquisition and development Tutor/lecturer introduces the factors that affect/promote language development in early years	**Discussions & Brainstorming** Student teachers discuss the previous lesson on theories of language acquisition and development. Student teachers brainstorm possible factors that affect/promote language development.

	Factors affecting or promoting language development in early years	Stage 1: 40 mins	**Brainstorming & Discussion** Tutor/lecturer leads students through questioning to brainstorm on the factors that affect/promote language development in early years	**Pair work & Discussion** Student teachers in pairs discuss factors that affect/promote language development in early years
	Biological factors	Stage 2: 30 mins	**Discussions** Tutor/lecturer leads discussions on biological factors (cognitive processes, linguistics and perceptions) that affect/promote language development in early years.	**Oral Group Presentations** Student teachers in small groups discuss biological factors that affect/promote language development in early years
	Environmental factors and closure of the lesson	Stage 3: 30 mins	**Brainstorming & Discussion** Tutor/lecturer leads brainstorming and discussions on environmental factors (family interactions, storytelling, historical narratives reading to the children, print-rich learning environment) that affect/promote language development in early years to bring the lesson to a closure.	**Group work & PowerPoint Presentation** Student teachers in small groups identify the environmental factors that affect/promote language development in early years using PowerPoint presentations to bring the lesson to a closure.
		Conclusion: 10 min	Ask student teachers recap the lesson by giving the salient points. Answer questions that student teachers may have.	Recap the lesson by summarize the salient points discussed in the lesson. Student teachers ask any questions they may have for clarification.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Component 1: Coursework Summary of assessment method: Assessment for, of and as learning on PowerPoint presentation in small groups on the factors affecting/promoting language development in early years and its implications for the early grade teacher (Participation and contributions during the lesson) Core skills targeted are: Communication, teamwork/collaboration, exploration and inquiry skills **Weighting: 30%** Assessment learning outcomes: Course learning outcome 1 NTS 3h: Sets meaningful tasks that encourages learners collaborations and leads to purposeful learning
Teaching Learning Resources	jector top art phones eo clips
Required Text (core)	Amma 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 (4th 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 (7th ed.). Toronto: Allyn & Bacon.
CPD Needs	Seminar on factors that affect/promote language development in early years

LESSON 10

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

Title of Lesson	Developmentally Appropriate Learning Environment	Lesson Duration	3 Hours
Lesson description	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)	Student teachers have observed the learning environment of early grade classrooms from their school visits		
Possible barriers to learning in the lesson	Lack of physical structures, equipment and objects at most outdoor environment at the partner schools and the college demonstration school may pose a barrier to the practical sessions of this lesson.		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face –to-face**: Student teachers meet with tutor/lecturer on daily bases in the lecture hall for lesson delivery by means of brainstorm, discuss, pair work, group work, hands-on, activity based and do presentations of various kinds. **Practical activity**: Student teachers in groups will share ideas, opinion, experiences on the role of parents in the growth and development of children **Seminars**: A talk on teachers role in involving parents in school programmes and activities. **Independent study**: Student teachers will independently read course manuals, do on line open educational search for more information on the involvement of parents in school programmes and activities. **e-learning opportunities**: PowerPoint presentations, audio-visuals and video clips on the role of parents in the growth and development in the early years. **Practicum:** Student teachers will do practice teaching at their colleges' demonstration schools and partner schools						

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Core skills/ Cross cutting issues
	Demonstrate knowledge and understanding on how to create a developmentally appropriate indoor and outdoor learning environment that promotes the cognitive, socio-emotional and physical development of all early grade learners	Create an indoor and outdoor learning environment that promotes the cognitive development of all early grade learners during their supported teaching in schools (STS)	Core skills targeted include: communication, critical thinking, exploration, collaboration/teamwork, observation, inquiry and practicum
		Design an indoor and outdoor learning environment that facilitates the socio-emotional development of all early grade learners during the supported teaching in school	
		Evaluate an indoor and outdoor learning environment that promotes the physical	

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	
			development of all early grade learners during the supported teaching in schools	
			Teacher Activity	**Student Activity**
		Introduction: 10 min	Ask student teachers to share feedback from STS on the learning environment they have observed from their visits to schools.	Student teachers reflect on their STS experiences and shares with the class the key features of the early grade environment they have observed.
	The concept of developmentally appropriate Learning environment	Stage 1: 30 mins	**Brainstorming & Discussion** Tutor/Lecturer leads brainstorming and discussions on the introduction to the concept of developmentally appropriate practices and creation of indoor and outdoor learning environment that promotes cognitive development of all early grade learners	**Group work and oral 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
	Designing of developmentally appropriate indoor and outdoor learning environments	Stage 2: 70mins	**Discussion** Tutor/Lecturer leads discussions on designing of developmentally appropriate indoor and outdoor learning environment that facilitates socio-emotional development of all early grade learners	**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 indoor and outdoor learning environments that promotes physical development of all learners	Stage 3: 50 mins	**Discussions** Tutor/lecturer leads discussions to evaluate indoor and outdoor learning environment that promotes the physical development of all early grade learners during supported teaching in schools.	**Group discussions and 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 4: 20 mins	**Building portfolios** To bring the lesson to a closure, tutor/lecturer leads students to list salient points in the lesson in building their portfolios	**Building portfolios individually** Student teachers individually build portfolios based on the salient points in the lesson to close the lesson

Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Component 1: Coursework Summary of assessment method: Assessment for, of and as learning (Student teachers' presentations ondesigning a developmentally appropriate learning environments) 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 (4th 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 (7th 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.

LESSON 11

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

Title of Lesson	Parental Involvement in the Growth and Development of the Child	Lesson Duration	3 Hours
Lesson description	This lesson introduces student teachers to the concept of parental involvement in the 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 identify the role of parents in supporting the growth and development of the child in school setting and at home.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learnt about the role of some founders in early childhood education		
Possible barriers to learning in the lesson	Student teachers might think attending PTA meetings is the sole role of parents		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face –to-face**: Student teachers meet with tutor/lecturer on daily bases in the lecture hall for lesson delivery by means of brainstorm, discuss, pair work, group work, hands-on, activity based and do presentations of various kinds. **Practical activity**: Student teachers in groups will share ideas, opinion, experiences on the role of parents in the growth and development of children **Seminars**: A talk on teachers' role in involving parents in school programmes and activities. **Independent study**: Student teachers will independently read course manuals, do on line open educational search for more information on the involvement of parents in school programmes and activities. **e-learning opportunities**: PowerPoint presentations, audio-visuals and video clips on the role of parents in the growth and development in the early years.

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	**Learning Outcomes**		**Learning Indicators**	**Core skills/cross-cutting issues**	
	Demonstrate knowledge and understanding of parental involvement in the growth and development of the child		ntify and explain the concept of involving parents in the growth and development of the child.	Core skills targeted include: communication, critical thinking, exploration, collaboration/teamwork, observation and inquiry	
			Explain and discuss the role of the teacher in involvement of parents in school programmes and activities		

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**
	The concept of parental involvement	Stage 1: 40 mins	**Reflection& Discussion** Tutor/lecturer leads student teachers in reflecting and discussion on the concept of parental involvement	**Pair work & Discussion** Student teachers in pairs discuss the concept of parental involvement in school programmes and activities

	Role of the teacher in involving parents in school activities	Stage 2: 400 mins	**Discussion** Tutor/lecturer leads student teachers in discussions and identifying the role of parents in school programmes and activities	**Group work & Presentation** Student teachers in small groups discuss and list the roles of teachers in parents involvement in school programmes and activities
	Role of parents in supporting the growth and development of the child in school and at home	Stage 3: 80 mins	**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 development (ability to accomplish developmental tasks /benchmark goals)of the child in school and at home	**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, 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)	Component 1: Coursework Summary of assessment method: Assessment for, of and as learning on the factors affecting/promoting parental support in school programmes and activities (Participation and contributions during the lesson) Core skills targeted are: Communication, teamwork/collaboration, exploration and inquiry skills Assessment learning outcomes: Course learning outcome 1 NTS 1a: Critically and collectively reflects to improve teaching and learning NTS 3h: Sets meaningful tasks that encourages learners collaborations and leads to purposeful learning
Teaching Learning Resources	jector top art phones eo 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 (4th ed.). New Jersey: Pearson.
Additional Reading List	Asare, E. (2012). The young child in the family. Winneba: Franco Press Otami, S. P. (2016) The young child and the family. Winneba: Joemends Publications Bornstein MH, Tamis-Lemonda CS. Maternal responsiveness and cognitive development in children. In: Bornstein MH, ed.

	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

LESSON 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**

Title of Lesson	Early Grade Classroom and Behaviour Management		Lesson 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 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			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** 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 developed from the course specification • Learning indicators for each learning outcome	**Learning Outcomes**	**Learning Indicators**	re skills/ Cross-cutting issues
	Demonstrate knowledge and understanding of creative behaviour management strategies to manage all early grade learners	• Identify and discuss behaviour management theories and strategies • Apply creative strategies to manage the behaviour of early grade learners	Core, transferable and cross cutting skills targeted include communication, critical thinking, collaboration, observation enquiry skills, digital literacy andinclusion.

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**
Early Grade Classroom and Behaviour Management		Introduction: 15min	**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*	**Discussion** Student teachers reflect back to their childhood days to identify one misbehaviour they exhibited and the reason(s) for their misbehaviour. A few student teachers share their misbehaviour and reason(s) with the whole class.

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

			or disturb from where they sit together. • **REPOND:** Responding to good behaviour with rewards (e.g. praises, 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 from the group work.	for later discussion. Student teachers discuss the ideas from the various groups as a whole class and note any additional ideas from the tutor.
	Managing the behaviour of learners with SEN	Stage 3: 30 min	Show a video on managing the behaviour of children with special needs. Facilitate a class discussion onthe video shown and any additional ways that may be necessary for managing the behaviour of children with special needs. Direct student teachers to always refer behaviour that is outside their competency to the appropriate authorities.	Watch a video on managing the behaviour of children with special needs. Student teachers engage in a discussion on the video and any additional ways that may be necessary for managing the behaviour of children with special needs.
		Conclusion: 15 min	**Discussion** Recap the lessonby asking student teachers to share their key takeaways from the lesson.	**Discussion** Student teachers share their key takeaways from the lesson. Go through the course

	Take student teachers through the learning outcomes of the whole course to check that all the outcomes have been met through the delivery of the various lessons. Recap any areas where needed. Invite and answer questions student teachers may have. **To Do Before Next Course** Ask student teachers to read the core text for Child Growth and Development and from online sources in preparation for the next course.	learning outcomes to check that all outcomes have been met. Student teachers ask questions they may have for clarification **To Do Before Next Course** Student teachers read about Child Growth and Development from the core reading text for and online sources in preparation for the next course.

Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Individual presentation on developmentally appropriate strategies and practices for managing the behaviour of learners, including those with special educational needs and its implications for the early grade teacher (Core skills targeted are reflection, critical thinking, inquiry skills and digital skills). Assesses Learning Outcomes: Course learning outcomes (CLO 6) 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 whose needs lie outside the competency of the teacher.
Teaching Learning Resources	Mobile phones Laptops Projector Managing behaviour of children with SEN https://www.youtube.com/watch?v=1dKK-IbhTm0
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 (4th 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 (7th ed.). Toronto: 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 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) [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%**

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[3] **See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP**
[4] **See rubrics on Subject Project Assessment in Annex 6 of NTEAP**