

Four-Year B.Ed. Course Manual

CONTEMPORARY ISSUES IN EGE

















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FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
 - 1. What is to be taught and why.
 - 2. how it can be taught.
 - 3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.

- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

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

USING THIS MANUAL

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

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

My teaching philosophy is

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

Course Manual Writing Format

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	Cont	Contemporary Issues in Early Grade Education									
Pre-requisite	expe	Student teachers will spend a semester in basic schools for Supported Teaching in School (STS). This experience will expose them to some critical issues in early grade and will serve as a good basis for this course.									
Course Level	400	Course		Credit	3						
		Code		Value							

Table of contents

1. Goal for the Subject or Learning Area

The goal of pedagogic studies is to equip student teachers with the foundation of the teaching profession by providing requisite instructional competencies, passion, commitment and positive attitude that ensures effective learning in diverse contexts.

2. Key contextual factors

Children grow and go through various kinds of experiences that affect them socially, emotionally, intellectually and physically. Ultimately, these experiences also significantly influence their education in the early years. All of these experiences and phenomena have been socially constructed. However, student teachers currently have limited knowledge of these contemporary issues. In order for student teachers to understand and appreciate children in their early years, who are heavily influenced by the environment and what goes on around them, there is the need to expose and equip early grade teachers with the requisite knowledge and skills needed to enable them appreciate all early grade learners, guide, support and mitigate negative effects so they can enjoy their childhood and maximise learning irrespective of their diversity and different various learning contexts.

3. Course Description

The course is designed to expose early grade student teachers to some contemporary issues in Early Grade Education. The course is focused on significant issues such as the children's act, child labour, rape, child trafficking, neglect, violence and the inclusive education policy in Ghana.Student teachers are also exposed to critical issues on parental involvement, children's use of technology and advocating for Early Grade Education. Issues on child labour will be looked at and the roles teachers can play in helping to address them. Student teachers will also be exposed to the concepts of equity and inclusivity and their implications for practice. These will enable early grade student teachers to critically interrogate issues that affect children by drawing on their experiences during supported teaching in schools. Differentiated interactive techniques (including pyramid and panel discussions, role play, audio-visual and tactile analysis, diamond nine, shower thoughts) and assessment procedures (individual and group projects, reports and presentations, case studies, and writing reflective notes) will be employed in the learning process to enable student teachers appreciate the various factors dynamics in the context within which today's children are developing. Early grade student teachers would be able to ultimately evaluate and re-examine their love, passion and enthusiasm for teaching all early grade learners in diverse learning environments (NTS 1a, 1c, 1d, 1e, 1g, 1f; 2a, 2f; 3c, 3e, 3f and NTECF 1a and 4p).

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

Digital literacy of student teachers will be enhanced by giving them opportunities to surf and present information across units using various digital tools

Critical thinking is developed in student teachers when they express their conceptions, misconceptions and biases towards the use of various instructional strategies.

Collaboration is fostered through assigning group projects and presentation of various topics across units

Communicative skills of student teacher would be enhanced through group discussions, presentations, co-planning and co-teaching

Personal development would be fostered through individual and group presentation, examining personal prejudices for some learning strategies, develop their own learning plans.

Respect for diversity would be engendered in student teachers by using various criteria group formation.

Commitment and passion for teaching would be developed when student teachers co-plan and co-teach lessons.					
5. Course Learning Outcomes	6. Learning Indicators				
CLO 1. Demonstrate knowledge and understanding	Discuss the children's act				
of the concept of child, children's act and ECE policy	Examine the Early Childhood Education policy in Ghana				
in Ghana (NTS 1d, 2a).					
CLO 2. Demonstrate knowledge and understanding	 Identify what constitutes child labour 				
of the concept of child labour, causative factors,	• Discuss the holistic effect of child labour on the early grade				
how they can be addressed and the child labour	learner and how it would be addressed				
policy in Ghana (NTS 1d, 2a).	• Examine the Child labour policies and interventions in				
	Ghana and its implications for early childhood education in				
	Ghana				
CLO 3. Exhibit knowledge and understanding and a	• Examine the concepts equity, exclusion, segregation and inclusivity.				
critical reflection on dimensions of diversity, equity,	 Identify the various barriers to inclusion in early childhood 				
inclusivity issues and barriers based on their	education and discuss how these barriers can be addressed.				
experiences during supported teaching in early	Examine the inclusive education policy in Ghana.				
grade schools and how they were addressed (NTS					
1d, 2a, 3f).					
CLO 4. Demonstrate knowledge and understanding of barriers to parental involvement in the education	 Explain what parental involvement is and its relevance for the advection of young learners 				
of early grade learners and how to promote it by	the education of young learners.				
critically reflecting on their experiences during	Compare and contrast the parental involvement models.				
supported teaching in early grade schools (NTS 1e,	 Discuss various barriers to parental involvement in their children's education during supported teaching in early 				
1g, 3n).	grade schools.				
26, 511,					
	 Evaluate various strategies used in addressing the barriers and strategies adopted to promote parental involvement in 				
	early graders education during supported teaching in				
	schools.				
CLO 5. Demonstrate knowledge and understanding	Evaluate the various kinds of technologies and electronic games				
by critically evaluating the effects of children's	children are exposed to.				
access and use of technology (NTS 2e, 2f, 3e, 3j).	• Examine the effects of children's exposure to technology on their				
	development (intellectual, emotional and physical)				
CLO 6. Demonstrate knowledge and understanding	• Discuss and suggest how children's exposure to technology can be				
of how to monitor children's access and use of	monitored.				
technology (NTS 2e, 2f, 3e, 3j).	• Examine the effects of monitoring children's access to technology				
	on their development (intellectual, emotional and physical)				
CLO 7. Evaluate their love and passion for teaching	Discuss various ways of advocating for all children and an inclusive				
children by advocating the relevance of early	Early Childhood Education				
childhood education and the place of children in	Reflect and evaluate their love, passion and enthusiasm for teaching				
society (NTS 3f, 3m).	children and wanting to make a difference in their lives.				
7. Course Content Unit/ Topic	Sub-topic if any) Teaching and learning activity to achieve				
Unit/ Topic Week	the learning outcomes				
1 Children's policies and Early	The concept child Use concept mapping/graphical				
Grades Education	Children's act representation and talk for learning				
	Early childhood approaches to discuss conceptual issues,				
	education policy in children's act; student-led presentation				
	Ghana on ECE policy in Ghana				
2 Child labour and EGE	• The concept child Initiate discussion using audio-visuals and				
	labour animations; Mixed ability group				
	Causative factors of discussion, debate and role play on child				
	child labour labour, causes, effect and solutions; use				
	How to address child concept mapping to organise thoughts;				
	labour student-led discussion and presentation				

3	Equity and inclusivity in EGE	 Ghana The concept equity, inclusion, exclusion and segregation Dimensions of 	Use animations and concept cartoons to initiate discussion on conceptual issues, diversity and barriers; use talk for
		 diversity and social inclusion Barriers to inclusion Strategies for promoting in inclusion in the early grade classroom Inclusivity policy in Ghana 	learning approaches to discuss barriers and strategies for inclusion; student-led seminar on inclusivity policy in Ghana
4	Parental involvement in EGE	 The concept parental involvement Parental involvement models Challenges and barriers to parental involvement in the education of early grade learners Strategies for promoting parental involvement in the education of early grade learners 	Brainstorm/shower thoughts on conceptual issues; tutor-led discussion on PI models; mixed ability/gender based group presentations on challenges and strategies for promoting PI in ECE
5	Children and technology use	 Children and television viewing Computer and video games play in early years Types of games and electronic play for early grade learners Effects of technology use (intellectual, emotional and physical) Monitoring children's use of technology 	Use audio-visuals and animations to initiate discussion on children and TV viewing and technology use; types of games etc; initiate debate on effects of technology on children and monitoring using concept cartooning
6	Advocacy and leadership in Early Childhood Education	 The concept advocacy and leadership in early childhood education The link between advocacy and leadership in EGE Arguments used by advocates (custodial, developmental, human capital, ethical etc) Principles of advocacy 	Tutor-led discussion on conceptual issues; group presentations on arguments for advocacy and principles for advocating for inclusive Early Grade Education; reflections on their love and passion for teaching children and wanting to make a difference in their lives
7 8. Teaching a			
	ind Learning Strategies		

Cooperative learning
Cooperative learning
Individual and group presentations
Writing of reflective notes
Think-pair-share
Pyramid discussion
9. Course Assessment Components
Component 1: FORMATIVE (Group presentations and seminars)
Summary of Assessment Method: Mixed ability group presentations on children's act, ECE policy in Ghana, Child labour policy in
Ghana, equity and inclusive education policy in Ghana
Core skills to be developed: (collaboration and communication, critical thinking skills, honesty, personal development, respect
for diversity and inclusivity, digital literacy)
Weighting: 40%
Assesses Learning Outcomes: CLO 1, CLO 2 and CLO 3
Component 2: End of semester projects (Term papers and Reflective notes)
Summary of Assessment Method: Individual Presentation of written term papers on parental involvement; children and the use
of technology. Core skills to be developed: independent thinking skills, critical thinking skills, creativity.
Weighting: 30%
Assesses CLO 4, CLO 5, CLO 6
Component 3: Practical work
Summary of assessment method:
i. Field report on advocacy for early grade education.
ii. Reflective paper on student teachers` love, passion and enthusiasm for teaching early grade learners and wanting to make a
difference in their lives.
(Core skills to be developed: personal development, research and communication skills, honesty, digital literacy)
Waighting: 20%
Weighting: 30%
Assesses CLO7
Assesses CLO7
10. Required Reading and Reference List
Ministry of Education (2015). Inclusive education policy in Ghana. Accra: MoE
Ministry of Education (2020). Early Childhood Education Policy. Accra: MoE
Hanley, P. (2000). Copycat kids? The influence of television advertising on children and teenagers. <u>www.itc.org.uk</u>
DESA (2009). Creating an inclusive society. Practical strategies to promote social integration. Draft document
Abroampa, W.K. (2017). Early childhood educatos' self-efficacy in the implementation of the kindergarten curriculum in the
Central Region, Ghana. (UnplishedPh.D. Thesis, University of Ilorin, Nigeria
Gunter, B. &McAleer, J. (2005). Children and television. New York: Taylor and Francis
New, R.S.& (Eds)(2007). Early childhood education: An international encyclopeadia, volume 1-4. London: Praeger
11. Course related professional development for tutors/ lecturers
A seminar on Contemporary Issues in Early Childhood Education

Year of B.Ed. 4 Semester 2 Place of lesson in semester 1234567891

Title of Lesson	Introduct	tory Lessoi	ı	Le	sson Duration	3 hours				
Lesson description	This lesson introduces student teachers to the course manual for Contemporary Issues in Early Childhood Education and the use of the manual. Student teachers will go through the course learning outcomes and the 3 assessment components of the course.									
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson	Student teachers might not have accessed the course manual for this course prior to the lesson.									
Lesson Delivery – chosen to support students in achieving the outcomes Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face- to-facePractic al ActivityWork- Based LeaningSeminars SeminarsIndependent Studye-learning opportunitiesPracticum PracticumFace-to face:discussions on the use and importance of the course manual. Practical activity: working in small groups, sharing ideas, views and experiences on the use and importance of the course manual. Seminar: A talk on the use and importance of the manual Independent Study: Students individually prepare points on the use and importance of the discussion of the course manual									
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Demonst understa	Outcomes rate knowl nding of th ce of the c	edge and e use and	exp cou ma • Inc new cou ma • Exa use cou	dicators: entify and blain what urse enuals are licate the ed for urse enuals amine the efulness of urse enuals	e skills/ cross-cutting Core skills targeted i communication, criti collaboration, observ enquiry skills, digital	nclude cal thinking, vation and			

Торіс:	Sub topic	Stage/time	Teaching and learning to achie depending on delivery mode so collaborative group work or in	elected. Teacher led, dependent study
			Teacher Activity	Student Activity
Introduction to the Course Manual for Contemporary Issues in Early Childhood Education	Pre-Learning interactions	Introduction: 15min	Discussion Ask student teachers to share with a partner what they expect to learn/gain from going through this course. Invite a few people to share with the whole class what their partner's expect to learn/gain from the course.	Discussion In pairs, student teachers share what they expect to learn/gain from going through the course. Student teachers share with the whole class what their partner's expect to learn/gain from the course.
	Preparations for the use of the course manual	Stage 1: 30mins	Discussion& Brainstorming Using the approaches of brainstorming and discussion tutor/lecturer introduces the lesson and leads student teachers in discussions on what they think and know about course manual.	Discussion Using talk for learning approach, Tutor/Lecturer creates opportunities for student teachers to talk about what they think and know about course manuals in their own words)
	The need for a course manuals	Stage 2: 90 mins	Brainstorming & Discussion Tutor/Lecturer puts student teachers in small groups to brainstorm the need for a course manual. Facilitate a discussion about why a course manual is needed, highlighting its importance for both tutor and student teachers.	Brainstorming &Discussion In small groups, student teachers brainstorm the need for a course manual. Student teachers participate in class discussion by sharing their ideas from the brainstorming.
	Using the course manuals	Stage 3: 35 mins	Discussion Tutor/Lecturer introduces the structure of the course manual and leads discussion on how the course manual is used.	Discussion Student teachers participate in whole class discussion about the use of the course manual. Student teachers take note of key information being shared by the tutor on effective use of the course manual
		Conclusion: 10mins	Discussion Tutor/Lecturer leads student teachers in discussion to summaries the importance of the course manuals in their portfolios	Discussion Student teachers individually summarise the importance of course manuals in their portfolios

- -

	1	Ack student too shows to yes d	Student teachers read					
		Ask student teachers to read	Student teachers read					
		about child personal hygiene	about child personal					
		in the home and in the	hygiene in the home					
		school, including, regular	and in the school,					
		hand washing, brushing of	including, regular hand					
		teeth and covering of mouth,	washing, brushing of					
		when coughing and yawing to	teeth and covering of					
		prepare for next lesson.	mouth, when coughing					
			and yawing from online					
			and other sources to					
			prepare for next lesson.					
Lesson assessments –		hod: Assessment for and as learn						
evaluation of learning:of,	contribution during the lessor	 Core skills targeted are community 	unication,					
for and as learning within	teamwork/collaboration and i	nquiry skills.						
the lesson(linked to	Assesses learning outcomes:							
learning outcomes)								
Teaching Learning	Overhead projector							
Resources	Video/ picture slides							
	Resource Persons							
	Flip Charts							
	Computers							
	 Educational Resource centre (markers, pencils, crayons, cardboards, lego, 							
	abacus, geo-board)							
	Open Educational Resources (Including: YouTubeand online training resources for first aid (CDP)							
Deguined Text (sere)	for first aid/CPR) Ministry of Education (2015). Inclusive education policy in Ghana. Accra: MoE							
Required Text (core)		Early Childhood Education Policy						
	, , , , ,							
		s? The influence of television adv						
	teenagers. <u>www.itc.org.uk</u>	usive society. Practical strategies	to promoto cocial					
	integration. Draft doo	cument						
Additional Reading List	Abroampa, W.K. (2017). Early	childhood educatos' self-efficacy	in the implementation					
			Ghana. (UnplishedPh.D.					
	of the kindergarten curriculum in the Central Region, Ghana. (UnplishedPh.D. Thesis, University of Ilorin, Nigeria							
	Thesis, University of	Thesis, University of Ilorin, Nigeria Gunter, B. &McAleer, J. (2005). Children and television. New York: Taylor and Francis						
			ork: Taylor and Francis					
	Gunter, B. &McAleer, J. (2005		-					
	Gunter, B. &McAleer, J. (2005). Children and television. New Ye	-					
CPD Needs	Gunter, B. &McAleer, J. (2005 New, R.S.& (Eds)(2007). Early volume 1-4. London: Praeger). Children and television. New Ye	tional encyclopeadia,					

Year of B.Ed. 4	Semester	2 Pla	ice of less	on in semest	er 1 2	3 4 5 6 7 8 9 10	11 12		
Title of Lesson	Children's F	Policies and E	Lesson Duration	3 Hours					
Lesson description	discussed v	In this lesson, student teachers will explore the concept of the child. Students teachers will discussed various definitions of the child. The Children's Act of Ghana will be introduced to help student teachers understand the different rights of the child enshrined in the constitution							
Previous student teacher knowledge, prior learning (assumed)	rights of the	e child such a	as right to	life.		ers are also aware			
Possible barriers to learning in the lesson		reciation of o cal abuse eve	-		ld, for instance	rights that protect	the child		
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [V]	Practical Activity	Work- Based Leaning	Seminars [v]	Independen t 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, lecturette, think, pair share should be used in facilitating lesson E-learning opportunities – the use of on-line resources and digital devices. Seminars: to generate group and individual creativity, discussion and reflection: student and/or tutor led. Independent study: Students will be encourage to do independent reading during and after the lesson. 								
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators 	Learning O	utcomes	nes Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity equity and addressing diversity. How will these be addressed or developed?			
for each learning outcome	and unders concept of children's a		ne c 1.2 C 1.3 E , C	xamine the c hild viscuss the Cl xamine the E hildhood Ed n Ghana	nildren's Act	Communication through critiquir presentations Digital literacy: internet for relevinformation on t discussed. Personal develop Through present developing of ar Equity and incluivarious types of mixed gender/metc and gender sinteractive strate interactive strate illustrations.	skills: ng and Surfing the vant hemes to be oment: cation and guments. sivity: using groups ixed ability ensitive		

Topic Title: Children's Policies and	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.			
Early Grade Education			Teacher Activity	Student Activity		
		Introduction: 20 minutes	Discussion Through questions and whole class discussion, review student teachers' experiences during supported teaching in schools.	Discussion Student teachers share their experiences from supported teaching in school		
	The Concept of Child	Stage 1: 30 minutes	Think-Pair-Share Ask student teachers to independently reflect on who a child is based on their own experiences. Ask student teachers to pair up and share their reflections on who a child is. After some minutes of sharing their reflections, direct pairs of student teachers to surf the internet for different definitions of a child.	Think-Pair-Share Student teachers reflect on their personal understanding of who a child is. In pairs, student teachers share their reflections on who a child is. Student teachers in pairs search on the internet for different definitions of a child and discuss with their partner.		
		Stage 2: 30 minutes	Pyramid Discussion Through the use of pyramid discussions, guide student teachers to share their understandings of who a child is.	Pyramid Discussion Student teachers discuss their understandings of who a child is in pyramid discussions. This understanding should be informed by personal experiences and definitions presented by others.		
	The Children's Act	Stage 3: 90 minutes	Group Work Provide hard or soft copies of the Children's Act to student teachers or direct them to download from the internet. Put student teachers into small groups and assign different sections of the Children's Act to different groups to discuss.	Group Work& Gallery Walk Student teachers read through the Children's Act giving them or downloaded from the internet In groups, student teachers discuss the sections of the Children's Act assigned them.		
			Guide student teachers to present the key messages in the sections assigned their groups through a gallery walk. [Note that you mayneed 2 or more rounds to ensure students take turns at presenting their work and visiting the work of others]	Through a gallery walk, student teachers present the key information from the sections of the Children's Act assigned to them.		

		Conclusion: 10 minutes	Ask student teachers to share their key "take aways" from the lesson. Answer any questions student teachers may have. Ask student teachers to read the additional reading material (The UNCRC) after the lesson	Student teachers share with the whole class what they have learnt from the lesson. Student teachers ask any questions they may have.					
Lesson	Summary o	of assessment n	nethod: Assessment for and as learr	ing (Student teachers assess					
assessments –				and what could be improved). Core					
evaluation of	-		nication, teamwork/collaboration ar	nd presentation style.					
learning: of, for	Assesses le	Assesses learning outcomes:CLO 1							
and as learning									
within the lesson									
Instructional		 Projector, computer and smartphones/tablets 							
Resources		-	cher Education and Learning (2016)						
			le for tutors. Accra. Ministry of Educ						
		-	cher Education and Learning (2016)						
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org).								
Required Text	The Childre	n's Act, 1998: A	Act 560						
(core)		-							
Additional	The United	Nations Conve	ntion on the Rights of the Child (UN	CRC)					
Reading List									
CPD needs	Introductio	n to the Childre	en's Act						

Year of B.Ed. 4 Se	emester 2	Place o	f lesson in	semester	123	3 4 5 6 7 8 9 10 11 12				
Title of Lesson	Children's Polic	ies and Ea	rly Grade E	ducation		Lesson Duration	3 Hours			
Lesson description	The lesson intro policy, 2020. Th be explored. Th and the goals th	the policy will								
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning	and the goals the country seek to achieve through the policy. Student teachers experiences from STS has exposed them to some interventions and activities that seek to promote the goals of the policy, for instance the introduction o the 2019 standards based curriculum which emphasizes the play pedagogy. Student teachers may be confused between the ECCD policy and the ECE policy.									
in the lesson Lesson Delivery – chosen to support student teachersin achieving the outcomes	Face-to-face [√]	Practic al Activit v	Work- Based Leaning	Semina rs [√]	Independe nt Study[√]	e-learning opportuni ties [√]	Practicum			
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	lessons. E-learning opp information rel Seminar: Stude presentations.	 Face-to-face:Discussion, lecturette, think, pair share should be used in facilitating lessons. E-learning opportunities: use mobile phones and digital devices in looking for information relevant to topics under discussion. Seminar: Student teachers work ontopics either individually or in groups for presentations. Practical activity: tasks are assigned to individuals or groups to work on either inside or 								
Overarching outcome, what you want the student teachersto achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	Demonstrate k Ghana.	nowledge	and unders	standing of	the Early Chi	ldhood Educat	ion policy of			
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes Learning Indicators Identify which cruissues – core and skills, inclusivity, addressing divers these be address developed?						l transferable equity and sity. How will			
	Demonstrate k and understand concept of child children's act a policy in Ghana 2a).	ding of the d, nd ECE	e Ci Ec 1.2 D in Ec	kamine the hildhood ducation (E blicy of Gha iscuss the nplications CE policy fo ractice.	CE) D ana. in of the di r Pe Th	ommunication itiquing and pr igital literacy: S ternet for relev formation on t scussed. ersonal develop prough present eveloping of arg	esentations Surfing the vant hemes to be oment: ation and			

Topic Title: Children's policies and Early Grades Education	Sub-topic	Stage/ time	Equity and inclusivity: use various groups considering ability, gender and characteristics of studentsTeaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.Teacher ActivityStudent Activity				
		Introducti on: 20 minutes	Questioning Through questions, review the previous lesson on the concept of the child and the Children's Act. Ask student teachers to share what they read from the UNCRC.	Discussion Student teachers share key lessons from the previous lesson. Student teachers briefly talk about their readings from the UNCRC.			
	The Early Child Education policy of Ghana.	Stage 1: 30 minutes	Discussion Introduce the Early Childhood Education policy (2020) of Ghana. [Ensure student teachers have soft or hard copies of the policy] Guide student teachers to discuss the background of the ECE policy such as the rationale, contextual issues, vision and overarching goal of the policy.[see section 1 of the ECE policy]	Discussion Engage in discussions about the background of the ECE policy, including the rationale, contextual issues, vision and overarching goal of the policy.			
		Stage 2: 60 minutes	Group work Present a graphical representation of the five action areas to help student teachers appreciate the interconnectedness of the action areas for quality ECE delivery. Put student teachers into groups and assign each group one of the action areas to study and discuss the policy goal for the action area, objectives, strategies and proposed activities.	Group Work Take note of the five action areas of the ECE policy and how they interconnect with each other. In groups, discuss the action areas assigned focusing on the policy goal for the action area, objectives, strategies and some proposed activities.			

		CI C		
		Stage 3:	PowerPoint Presentation	PowerPoint Presentation
		60	Invite student teachers to	Develop PowerPoint for the
		minutes	do a PowerPoint	action area assigned.
			presentation of the	
			action area assigned their	Student teachers present the
			group.	various action areas of the ECE
			Encourage questions and	policy through PowerPoint
			contributions from the	presentations.
			rest of the class after	
			each action area is	
			presented.	Participate in whole class discussion about the
			Facilitate a whole class	implications of the ECE policy
			discussion about the	for practice
			implications of the ECE	
			policy for practice,	
			especially in their role as	
			soon to be teachers.	
		Conclusio	Ask student teachers to	Student teachers write on
		n: 10	write on pieces of papers	pieces of papers one key they
		minutes	one key they have learnt	have learnt from the day's
		mates	from the lesson and	lesson. Student teachers
			exchange their papers for	exchange their papers with the
			peer review.	person next to them for peer
			Invite and respond to any	review.
			questions student	Ask any questions for
			teachers may have.	clarification.
Lesson assessments – S	Summary of as	coccmont m	ethod: Assessment for and as	
	•			p work). Core skills targeted are
			collaboration and enquiry sk	
_	Assesses learni			
Instructional Resources		-	d smartphones/tablets	
	-		-	
•				5). Talk for learning: Professional
			tutors. Accra. Ministry of Edu	
•		-	Education and Learning (2016	
	-	ii aevelopme	ent guide for tutors. Accra. M	inistry of Education (www.t-
	tel.org).			
Required Text (core)	Ministry of Edu	cation (2020). Early Childhood Education	Policy. Accra: MoE
Additional Reading List				
CPD needs A	A familiarisatio	n workshop f	for tutors on the ECE policy o	f Ghana

Year of B.Ed. 4 Se	emester 2 Place of lesson in semester 12345678						89101	1 12	
Title of Lesson	Child labour and Early Grade Education Lesson Duration								
Lesson description		examine dif that are not	ferent defi child labo	puration sue of child labour will be discussed. Student teachers will lefinitions of child labour and situations that are and those bour. Student teachers will also discuss factors that lead to entify different ways of dealing with the issue of child					
Previous student teacher knowledge, prior learning (assumed) Possible barriers to	Student te personal e lesson pro	Student teachers have experienced different forms of child labour, either from their personal experiences and those observed. The Children's Act introduced in a previous lesson provides a legal framework for dealing with child labour. Student teachers own perceptions of what is not child labour might pose a challenge i							
learning in the lesson Lesson Delivery – chosen to support student teachersin			pting som Work- Based		r forms of child Independent Study[√]		ing	Practicum	
 achieving the outcomes Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the student teachersto achieve, serves as basis for the learning outcomes. An expanded version of 	lessons. e-learning informatio Independe related to Demonstra	opportuniti n online for ent study: st child labour.	es –use mo presentati udent teac ge and unc	obile phones ons hers engage	air share should and other digita with relevant and f what constitu	al device nd appro	es to look f opriate issi	for ues	
the description.Write in full aspects of the NTS addressed									
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning C	Outcomes	L	earning Indic	ators	cutting transfe inclusi addres	ese be ado	core and ls,	
	concept of causative f	e and ding of the child labour actors, how e addressed	د • [•] •] •] •] •] •] •] •] •] •]	dentify what child labour Discuss the ho child labour o grade learner vould be add Examine the C	olistic effect of n the early and how it ressed	throug presen Digita the int inform	tunication trations I literacy: ternet for nation on t	ng and Surfing	

				Demonstrate de la composition
		hana (NTS 1d,	policies and interventions in	Personal development:
	2a).		Ghana and its implications	Through presentation and
			for early childhood	developing of arguments.
			education in Ghana	Respect and diversity:
		1		Equity and inclusivity
Topic Title:		a. (.)	Teaching and learning activities t	
Child labour and Early	Sub-	Stage/time	depending on the delivery mode s	
Grade Education	topic		collaborative group work or indep	
			Teacher Activity	Student
				Activity
		Introduction	Present a concept map of the	Face-to-face
		10 minutes	key issues to be discussed in the	Take note of the key
			lesson.	issues to be discussed
				under child labour
	The	Stage 1: 40	E-learning & Discussions	E-learning & Discussions
	concept	minutes	Show a video on child labour	Watch video on child
	of child		such as the one in the	labour shown by
	labour		instructional resources.	tutor/lecturer and make
				notes of key issues in the
			Facilitate a whole class	video.
			discussion on different	
			definitions of child labour,	From students own
			highlighting that not every work	experiences and the
			done by children is child	video shown, student
			labour.[Consider presenting the	teachers engage in
			definition from the International LabourOrganisation (ILO)]	discussion on definitions of child labour.
			Display posters with different	Student teachers reflect
			scenarios, some which are and	on each of the scenarios
			some which are not child labour.	displayed to determine
			Ask student teachers to	whether a particular
			independently reflect on each	scenario constitutes child
			scenario taking into account the	labour or not. Student
			definitions of child labourand put	teachers mark a scenario
			a tick or cross on each poster to	with a tick or cross as
			indicate whether a scenario	explained by
			constitue child labour or not. Ask	tutor/lecturer.
			a few students to explain why	
			they put a tick or cross of any	
			given scenario	
	Causativ	Stage 2:45	Group Work	Group Work
	e factors	minutes	Put student teachers into groups	In groups, student
	of child		to identify and discuss factors	teachers identify and
	labour		that cause child labour.	discuss factor that cause child labour.
			Invite groups to do poster	
			presentations of the causative	Groups take turns to
			factors of child labour discussed	present the causes they
				identified through poster
				presentations
			l	presentations

		1	Ι	1
	Effects	Stage 3: 75	Brainstorming & Discussion	Brainstorming &
	and	min	Using the same groupings from	Discussion
	ways to		above, ask student teachers to	In groups, student
	address		discuss the effects of child labour	teachers discuss the
	child		on the early grade learner and	effects of child labour on
	labour:		brainstorm ways of addressing	the early grade learner.
	Child		child labour.	Students then brainstorm
	labour			ways of addressing child
	policies		Using the Café style	labour.
	in Ghana		presentation, ask student	
			teachers to move to different	When signaled, student
			groups to present the ideas from	teachers move to other
			their group. Repeat this for two	groups to share the ideas
			or more rounds as time will	from their original group.
			permit.	One student teacher from
			Ask a few student teachers to	the original group could
			share the ideas discussed in the	stay and serve as host to
			various groups they joined.	receive new members to
			If not mentioned, refer to	the groups.
			different regulations and action	
			plans for addressing child labour	
			in Ghana e.g. the Children's Act,	
			Child Rights Regulations, ratified	
			ILO Conventions on Worst Forms	
			of Child Labour, National Plan of	
			Action to Eliminate the Worst	
			Forms of Child Labour.	
		Conclusion:	Summarise the key points from	Student teachers ask any
		10 minutes	the lesson.	questions they may have
			Respond to any questions	for clarification.
			student teachers may have.	
Lesson assessments –	-		method: Assessment for and as lear	
evaluation of learning: of,			e class discussions and the café style	presentations). Core skills
for and as learning within			n, communication and enquiry skills.	
the lesson Instructional Resources		earning outcon		
Instructional Resources		documentary o	e.com/watch?v=ckz4qccSVpY	
			al Plan of Action to Eliminate the We	arct Forms of Child
			.unicef.org/ghana/reports/national-	
		-forms-child-lat		
			, flipchart or manila cards	
	-	-	r Education and Learning (2016). Ta	lk for learning: Professional
			or tutors. Accra. Ministry of Educatio	
			r Education and Learning (2016). Cre	
		-	ment guide for tutors. Accra. Ministr	
	tel.org		ment guide for tators. Acera. Willist	y of Education (www.t
Required Text (core)		57.		
Additional Reading List	The Childr	en's Act, Act 56	60	
Ĭ			017). National Plan of Action to Elimi	nate the Worst Forms of
	Child Labo		-	
	ILO Conve	ntions on Wors	t Forms of Child Labour	

CPD needs	Seminar on Legal frameworks and interventions in Ghana for fighting child labour

Year of B.Ed.	4	Semester	2	Place of les	23456789	9 10 11 12									
Title of Lesson		Equity and inc	quity and inclusivity in Early Grade Education Lesson 3 Hours Duration												
Lesson descript	ion	Segregation. S ethnicity, phys	his lesson introduces student teachers to the concepts of Equity, Inclusion, Exclusion and egregation. Student teachers will be exposed to the dimensions of diversity such as gender, thnicity, physical ability, religion and parental status among others. Student teachers will also iscuss social inclusion and what this means in the early grade classroom.												
Previous stude	nt	Student teach	ers expe	riences from s	supported te	eaching in sch	ool will be useful i	n							
teacher knowle	dge,	understanding	Inclusio	n, Exclusion a	nd Segregat	ion									
prior learning	•	-													
(assumed)															
Possible barrie	's to	Misconceptior	ns aboutl	Equality versu	is Equity and	I Integration v	ersus Inclusion								
learning in the	lesson	-				-									
Lesson Delivery		Face-to-face	Practic	al Work-	Seminars	Independen	t e-learning	Practicum							
chosen to supp	ort	[V]	Activity	/ Based	[V]	Study	opportunities								
student teache	rs in			Leaning			[V]								
achieving the															
outcomes															
Lesson Delivery		Face-to-face –	Discussi	on, lecturette	e, think, pair	share should	be used in facilitat	ing lessons.							
main mode of		e-learning opp	ortuniti	es – use mobi	le phones ar	nd other digita	al devices to look f	or information							
delivery choser	to	online for pres	entatior	is											
support studen	t	Independent s	study: st	udent teache	rs engage wi	th relevant ar	nd appropriate issu	les related							
teachers in ach	ieving	Equity and Inc	lusion												
the learning		Seminar: Wor	k individ	ually and in gi	roups and pr	esent reports	for whole class di	scussions.							
outcomes.															
Overarching		Demonstrate	knowled	ge and unders	standing of t	he concepts c	of equity and inclu	sion and be							
outcome, what	you			-	-		ers are supported								
want the stude	nt	learning.													
teachers to ach	ieve,	-													
serves as basis	for														
the learning															
outcomes. An															
expanded versi	on of														
the description															
• Write in fu	II														
aspects of	the														
aspects of															

 Learning Outcome for the lesson, picked and developed from the course specification Learning 	Learning Outo		Learning Indicators Examine the concepts	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed? Communication skills: through			
indicators for each learning outcome	and understanding and a critical reflection on dimensions of diversity, equity, inclusivity issues and barriers based on their experiences during supported teaching in early grade schools and how they were addressed (NTS 1d, 2a, 3f).		equity, exclusion, critiques egregation and Digitation inclusivity. interne education policy in preseducation policy in preseducation policy in Equit types		uing and presentations tal literacy: Surfing the net for relevant information nemes to be discussed. onal development: Through entation and developing of ments. ity and inclusivity: using s of groups to ensure respect iversity and inclusivity		
Topic Title:			Teaching and learning activit				
Equity and inclusivity in Early Grade	Sub-topic	Stage/time	depending on the delivery me collaborative group work or i				
Education			Teacher Activity	naepe	Student Activity		
20000000							
	Introduction	20 minutes	Practical activity Through questioning, review to previous lesson. Using the KWL technique, ask student teachers to write on so notes what they already 'know about the concepts to be discussed, and on a different so note, what they 'want to know Direct students to paste their sticky notes under the right column on a KWL poster. Read through some of the things students want to address to b able to address them in the co of the lesson.	sticky w' sticky w'. d	Practical activity Student teachers respond to questions by sharing what was learnt in the previous lesson. Student teachers write on sticky notes what they 'know' about the concepts to be discussed, and on a different sticky note, what they 'want to know'. Students teacherspaste their sticky notes under the right column on a KWL poster		
	The concept Equity, Inclusion, Exclusion and Segregation	Stage 1:	Video & Discussion Show a video that explains inclusion and take students feedback on the video. Facilitate a whole class discuss on theconcepts Equity (disting from equality), Inclusion, Exclu- and Segregation.	Video & Discussion Student teachers watch video explaining inclusion. Student teachers share their feedback on the video. Student teachers engage in whole class discussion on the concepts Equity, Inclusion, Exclusion and Segregation			

	Dimensions of diversity and social inclusion	Stage 2: minutes	 Group work& Discussion Put student teachers into groups to discuss different dimensions of diversity and how these diversities may lead to exclusion or discrimination in the early grade classroom. Invite groups to present the key points from their group discussions. Guide student teachers to discuss social inclusion and what this means in the early grade classroom. Ensure the discussion includes the teachers to discussion includes the teachers the teachers the teachers the teachers to discussion includes the teacher teacher the teacher teacher the teacher teacher teacher the teacher teacher teacher teacher the teacher teacher	Group work & Discussion In groups, student teachers discuss different dimensions of diversity such asgender, ethnicity, physical ability, religion and parental status. In the groups, student teachers will considerhow the diversities may lead to exclusion or discrimination in the early grade classroom. Group presentations of the ideas discussed. Student teachers engage in whole class discussion about social inclusion and
	Inclusive Education policy of Ghana	Stage 3: minutes	 teacher's own practices that promote inclusion [e.g. avoiding name calling, treating all learners equally, setting up activities that get learners to work together]. Seminar Invite a resource person to talk about the Inclusive Education (IE) policy of Ghana and its implementation guidelines. Guide student teachers to discuss the IE policy and its implications for early grade practitioners. 	 about social inclusion and what this means in the early grade classroom. Seminar Student teachers engage with a resource person to learn about the Inclusive Education policy of Ghana. Student teachers discuss the implications of the IE policy for early grade practitioner, focusing on what teachers need to do.
		Conclusion: 10 minutes	 Ask student teachers to write on sticky notes what they have 'learnt' from the day's lesson and paste in the right column on the KWL poster. Ask a volunteer to read through some of the things learnt. Respond to any questions student teachers may have. 	 Student teachers write on sticky notes what they have 'learnt' from the lesson and paste in the right column on the KWL poster. One student teacher reads through the things that have been learnt. Student teachers ask any questions they may have for clarification.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	poster to iden respect for div	tify what stude	ethod: Assessment for and as learning ent teachers have learnt from the less on and collaboration. :CLO 3	(An assessment of the KWL

Instructional	Inclusive Education – Education Equity Now						
Resources	https://www.youtube.com/watch?v=8HPh4RoV63s						
	Computer and projector						
	Smartphones						
	Flipchart/cardboards and markers						
Required Text (core)	DESA (2009). Creating an inclusive society. Practical strategies to promote social integration.						
	Draft document						
Additional Reading	Ministry of Education (2015). Inclusive education policy in Ghana. Accra: MoE						
List							
CPD needs	A PD session to explore the issues of Equity, Inclusion, Exclusion and Segregation in the						
	context of Early Grade.						

Year of B.Ed. 4	Semester	2 Pi	ace of less	on in semest	er 12	345 6 7893	10 11 12				
Title of Lesson	Equity and inclus	Equity and inclusivity in Early Grade Education Lesson Duration									
Lesson description						s to some barriers oting inclusion in t					
Previous student teacher knowledge, prior learning (assumed)	the previous less	tudent teachers have been introduced to the concepts of Inclusion and Exclusion among others in ne previous lesson.									
Possible barriers to	Student teachers to infrastructure	-	elpless abo	ut some bar	riers to inclusio	n especially those	that are related				
learning in the lesson Lesson Delivery – chosen to support student teachersin 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. Overarching outcome, what you want the student teachersto achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	E-learning oppor songs used for te Seminars: to ger tutor led on the Independent stu related to topic. Practical activity: Demonstrate an	Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons. E-learning opportunities – Videos from YouTube of various kinds of digital games, manual games and songs used for teaching and learning. Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use games and songs. Independent study: to enable student teachers to engage with relevant and appropriate issues related to topic. Practical activity: working in groups or individually on projects for presentation. Demonstrate an understanding of barriers to inclusion and ways of addressing these barriers to support the learning of all learners.									
Learning Outcome for the lesson, picked and developed from the course specification	Learning Outcon	nes		Learning	Indicators	Identify which cr issues – core and skills, inclusivity, addressing divers these be address developed?	transferable equity and sity. How will				
Learning indicators for each learning outcome	CLO 3. Exhibit kn understanding ar reflection on dim diversity, equity, and barriers base experiences duri	nd a critical nensions of inclusivity i ed on their	ssues	barriers in early c educatio Discuss h	the various to inclusion childhood n now barriers ion in early	Communication s critiquing and pro Digital literacy: S internet for relev on themes to be Personal develop	esentations Surfing the rant information discussed.				

Topic Title: Equity and inclusivity in Early Grade Education	Sub-topic Stage/time on		on wo		resentation and developing of rguments. Equity and inclusivity: using arious strategies in grouping tudents considering their ackground characteristics and bilities. achieve outcomes depending acher-led collaborative group Student Activity	
			100		Student Activity	
		Introduction 10 minutes	Rev the ask lear Afte pas stu	estioning view the previous lesson using verbal basketball technique; a student teacher what he/sh rnt from the previous lesson. er answering, the student mus so on the question to another dent in the room. [Consider ing a bean bag, small ball or	the tutor's/lecturer's question by sharing what he/she learnt from the	
			to t	vthing that will be appropriate hrow to the next person to	in the room. to class.	
			-	wer the question]		
	Barriers to inclusion	Stage 1:	Ask the pot	lection student teachers to reflect or ir experiences to identify rential barriers to inclusion.	their experiences to identify potential barriers to inclusion. These could be experiences from STS.	
			bar bar acti	de student teachers to discuss riers to inclusion. Ensure that riers posed by the teacher's ions and inactions are included he discussion.	Student teachers record their reflections in their journals.	
	Strategies for promoting in inclusion in the early grade classroom	Stage 2:	Ask ind stra in t Ask anc pro	nk-Pair-Share student teachers to ividually think about some ategies for promoting inclusion he early grade classroom. student teachers to pair up I share the strategies for moting inclusion that they ught about.	Think-Pair-ShareStudent teachers individually think about some strategies for promoting inclusion in the early grade classroom.In pairs, student teachers share strategies for promoting inclusion.	
			Gui the	de student teachers to share ir strategies for whole class cussion.	Student teachers share the strategies they came up with for whole class discussion.	

		Conclusion:	Ask student teachers revisit the barriers they listed in their reflective journals and update the journal with strategies for promoting inclusion in the early grade classroom. Respond to questions from student teachers to offer	Student teachers revisit the barriers listed in their reflective journals at the beginning of the lesson. Student teachers reflect on all the information gathered in the lesson and update their journals to include strategies for promoting	
			clarification.	inclusion in the early grade classroom. Ask any questions they may have.	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Summary of assessment method: Assessment for and as learning (Student's reflective journals containing barriers to inclusion and strategies for promoting inclusion in the early grade classroom). Core skills targeted are reflection, personal development, inclusion and inquiry skills. Assesses learning outcomes:CLO 3				
Instructional Resources	 Computer and projector Smartphones Flipchart/cardboards and markers Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Creative approaches: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). 				
Required Text (core)	DESA (2009). Creating an inclusive society. Practical strategies to promote social integration. Draft document				
Additional Reading List	Ministry of Education (2015). Inclusive education policy in Ghana. Accra: MoE				
CPD needs	Workshop to discuss barriers to inclusion in early grade and strategies for addressing these barriers				

Year of B.Ed. 4	Semester 2 Place of lesson in semester			er 123	1 2 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	The concept of parental involvement					Lesson Duration	3 Hours
Lesson description	The lesson will introduce student teachers to the concept of parental involvement in education. Different models of parent involvement will be explored alongside their consequences for the roles parents and family play in the education of their wards in school.						
Previous student teacher knowledge, prior learning (assumed)	Student teacher can draw on their experiences from STS in discussing issues around parental involvement in early grade education.						
Possible barriers to learning in the lesson	The perceptio matter what r			e simply not	t interested and	won't be engag	ed not
Lesson Delivery – chosen to support student teachersin achieving the outcomes	Face-to- face [V]	Practical Activity [V]	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, lecturette, think, pair share should be used in facilitating lessons. E-learning opportunities: Videos from YouTube of various kinds of digital games, manual games and songs used for teaching and learning. Seminars: To generate group and individual creativity, discussion and reflection; student and/or tutor led on the use games and songs. Independent study: To enable student teachers to engage with relevant and appropriate issues related to topic. Practical activity: working in groups or individually on projects for presentation.						
Overarching outcome, what you want the student teachersto achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	Demonstrate an understanding of different models of parent involvement and their consequences for how parents are engaged in the education of their wards.						
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outo CLO 4. Demor knowledge an understanding parental invol	nstrate Ind g of barriers t	to i	Explain what relevance fo education of	t parental : is and its r the	Identify which cutting issues - transferable sl inclusivity, equ addressing div will these be a developed? Communication through critiqu presentations Digital literacy	- core and kills, lity and ersity. How ddressed or n skills: ling and

	education of e learners and h promote it by reflecting on t experiences d supported tea grade schools 3n).	now to critically their luring aching in early	 Compare and contrast the parental involvement models. 	the internet for relevant information on themes to be discussed. Personal development: Through presentation and developing of arguments. Equity and inclusivity: using various strategies in grouping students considering their background characteristics and abilities.	
Topic Title: The concept of parental			Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led		
involvement			collaborative group work or independent.		
			Teacher Activity	Student Activity	
	The concept	Introduction: 15 minutes Stage 1: 30	Ask student teachers to share their STS experience of engaging with parents in relation to the education of their wards. Discussion& Independent	Student teachers talk about their STS experience of engaging with parents in relation to the education of their wards. Discussion& Independent	
	parental	minutes	Reflection Guide student teachers to discuss the concept of parental involvement. Ask student teachers to reflect on the relevance of involving parents in the education of their wards, especially at the early grade level and share with the whole class.	Reflection As a whole class, student teachers discuss the concept of parental involvement in education. Student teachers reflect on why parental involvement in the education of early grade learners is relevant. Student teachers share their reflections with the class.	
	Parental involvement models	Stage 2: 60 minutes	E-learning & Group work Ask student teachers to search the internet for models of parental involvement in education. Put student teachers in small groups to discuss models of parental involvement that a school could adopt. Student teachers should consider the consequences of different models for the roles parents would be expected or allowed to play.	Using smartphones/tablets or computers, student teachers search the internet for models of parental involvement in education. In groups, discuss models of parental involvement and their consequences for the roles parents would be expected or allowed to play.	

	<u>г</u>					
		Stage 3: 60	Poster Presentations	In their groups, student		
		minutes	Invite student teachers to do	teachers do a poster		
			poster presentations of the	presentation to the rest of		
			discussions from their groups.	the class on the models		
				discussed in their various		
			Encourage student teachers to	groups.		
			ask questions and make			
			contributions after each	Student teachers ask		
			presentation.	questions or respond to		
				questions after each		
				presentation.		
		Conclusion:	Recap the key points from the	Take notes of the key		
		15 miniutes	lesson and respond to any	points from the day's		
			questions student teachers may	lesson.		
			have	Ask questions for		
				clarification		
Lesson assessments –	Summary of assessment method: Assessment for and as learning (Poster presentations of					
evaluation of learning:	models of pare	ental involveme	ent). Core skills targeted are collabo	pration, communication and		
of, for and as learning	personal deve	lopment				
within the lesson	Assesses learning outcomes:CLO 4					
Instructional Resources	Computer and projector					
	Smartphones					
	• Transforming Teacher Education and Learning (2016). Talk for learning: Professional					
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org).					
	• Transforming Teacher Education and Learning (2016). Group work: Professional					
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org).					
	• Transforming Teacher Education and Learning (2016). <i>Creative approaches: Professional</i>					
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org).					
Required Text (core)	Kevin, B., &Ivan, R. (2011). Constructing Parental Involvement in an Education Action Zone:					
	Whose need is it meeting?.Retrieved					
	fromhttps://www.tandfonline.com/doi/abs/10.1080/03055690303282					
Additional Reading List	Desimone, L. (2001). Linking parent involvement with student achievement: Do race and					
	income matter?, Washington, DC: American Institutes for Research.					
	Floyd, L. (1998). Joining hands: A parental involvement program. Urban Education, 33: 123-					
	135.					
	Verónica, G.,& Gabriel, O. (2020) Determinants of parental involvement in primary school:					
	evidence from Chile. Educational Review 72:2, pages 137-156.					
CPD needs	Workshop for	tutors on mode	els of parental involvement in educa	ation.		
	L					

Ye	ar of B.Ed.	4	Semester	2 Place	e of lesson	in semester	1234	1567	7 8 9 10	11 12	
T :41			Deventelisure		ia ult. Cua da	Education.			1		
111	le of Lesson		Parental invo	ivement in E	arly Grade	Education			Lesson Duration	3 Hours	
Les	son descript	ion	In this lesson,	, challenges	and barrie	rs to parenta	ıl involvement iı	n educ	ation will b	e	
							es for promotin	g pare	ntal involv	ement in	
			the education							<u> </u>	
_	evious studer				-		vance of parent	al invo	lvement a	1d models	
	owledge, pric rning (assum		of parental in	volvement i	n the previ	ous lesson.					
-	ssible barrier	-	The nercentic	on that some	narents a	re simply no	t interested and	lwon't	ho ongog	ad not	
	rning in the l		matter what				t interested and		. De eligage	unot	
	son Delivery		Face-to-	Practica	Work-	Seminar	Independent	e-lea	rning	Practicum	
	support stud		face[v]	1	Based	S	Study [V]		rtunitie		
ach	nieving the o	utcomes		Activity	Leaning	[V]		S			
				[V]				[V]			
	son Delivery		Face-to-face:	-		-					
	de of deliver	-	-	-		-	oss grouping to	enable	e student t	eachers to	
	support stud		work in group								
	chers in achi	-	E-learning opportunities: Watching of short videos, animations and using digital devices for searching, assembling and presenting information.								
	rning outcon								t of moreout		
•	Overarchin	-		-		-	arriers to involv in the education		-	s and ways	
	outcome, w want the st	-	of overcomm	g these to e		olve parents			ieli walus.		
	achieve, se										
	basis for th										
	outcomes.	-									
	expanded v	ersion of									
	the descrip	tion.									
٠	Write in ful	l aspects									
	of the NTS										
	addressed							-			
•	Learning O		Learning Out	comes		Learning Ind	dicators		ify which o		
	for the less	on,							ng issues – ferable ski		
	picked and developed	from the							sivity, equi		
	course spec									ersity. How	
•	Learning in								•	dressed or	
-	for each lea		developed?								
	outcome	5	• CLO 4. De	emonstrate	•	Discuss var	ious barriers		ntegration	of ICT by	
			knowled				involvement		utilising sho	•	
			understa	-		in their chil			rom YouTเ		
				o parental		education of	0	C	other onlin	е	
				ent in the		supported	-		esources.		
				n of early gr		early grade			Collaborati		
				and how to	•	Evaluate va			communica		
			promote	it by critical	iy	strategies u	sed in	t	hrough gro	յոր	

	experien supporte	g on their ces during ed teaching in de schools (NTS n).	addressing the barriers and strategies adopted to promote parental involvement in early graders education during supported teaching in schools.	 presentations. Gender, equity through fair distribution of teaching and learning opportunities in and out of classroom, inclusivity, and diversity through acknowledgment of individual differences in the classroom. Reflection and critical thinking for self- awareness through multi and varied interactive strategies that would support learners with diverse characteristics. 		
Topic Title:			Teaching and learning activities to achieve outcomes			
Parental involvement in			depending on the delivery mode selected. Teacher-led			
Early Grade Education	Sub-topic	Stage/time	collaborative group work or in	dependent.		
			Teacher Activity	Student Activity		
		Introduction: 15 minutes	Questioning Through questions, review student teachers knowledge from the previous lesson on models of parental involvement	Questioning Student teachers respond to review questions by sharing what they learnt from the previous lesson.		
	Challenges and barriers to parental involvemen t in the education of early grade learners	Stage 1: 60 minutes	Group work Put student teachers into groups to identify and discuss challenges and barriers to parental involvement in education. Ask groups to write down challenges and barriers discussed and display for gallery walk. Invite members of groups to clarify any challenges or barriers that aren't clear.	Group work In groups, student teachers identify and discuss challenges and barriers to parental involvement in education. Groups display the challenges and barriers from their discussion for gallery walk		

	Strategies for promoting parental involvemen t in the education of early grade learners	Stage 2: 45 minutes	Pyramid discussion Ask student teachers to work in pairs to brainstorm strategies for promoting parental involvement in the education of early grade learners. Using the pyramid discussion technique, ask groups to join up and share ideas and repeat this as time will allow.	Pyramid discussion In pairs, student teachers brainstorm strategies for promoting parental involvement in the education of early grade learners. Pairs of student teachers join up to share ideas discussed for promoting parental involvement. Groups continue to join up and share ideas in a pyramid discussion approach.			
		Stage 3: 45 minutes	Discussion Facilitate a whole class discussion to pull together key strategies identified. Highlight specific strategies and activities for involving parents such as P.T.A meetings, Open Days, Graduation Ceremonies, resource making day with parents, inviting parents as resource persons (e.g. for story telling). Cite examples of best practice interventions in the involvement of parents in the education of their wards.	Discussion Student teachers participate in whole class discussion about strategies for involving parents in early grade education. Student teachers present ideas from the pyramid discussion and any best practices from their experience.			
		Conclusion: 15 minutes	Ask student teachers to reflect on the key things they have taken from the lesson and record these in their reflective journals Respond to any questions student teachers may have.	Student teachers reflection on the day's lesson and fill their reflection journals with ideas for involving parents in the early grade.			
Lesson assessments –			od: Assessment for and as learni				
evaluation of learning:	-	involving parents on and personal d	s in the early grade). Core skills ta	argeted are teamwork,			
of, for and as learning within the lesson		ming outcomes: C					
Instructional Resources							
	 Computer and projector Smartphones Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Creative approaches: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). 						

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	135.
	Verónica, G.,& Gabriel, O. (2020) Determinants of parental involvement in primary school:
	evidence from Chile. Educational Review 72:2, pages 137-156.
CPD needs	Workshops on the use of digital literacy (audio-visual and tactile analysis), PD Theme 3; PD
	Theme 4.

Year of B.Ed. 4 Se	emester 2	Place of l	esson in seme	ster 123	45678 9 10	11 12			
Title of Lesson	Children and	echnology use	2		Lessor Durati				
Lesson description		be exposed to	. The effects o	ne kinds of techn If these technolog	-	-			
Previous student teacher knowledge, prior learning (assumed)	world such as	the television		ologies that childre		in today's			
Possible barriers to learning in the lesson	Misconceptio	n that technol	ogy is bad and	not good for your	ng children.				
Lesson Delivery – chosen to support students in achieving the outcomes	Face- Pract to- Activ face [√] [√]		d s	ar Independen t Study [√]	e-learning opportunities [V]	Practicu m			
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Independent teachers to us similarities an demonstratio E-learning op for searching,	 Face-to-face:Reflection, Questioning and Shower thoughts. Independent study and seminars:Group work using concept cartooning to enable student teachers to use concept cartooning to discuss and present project reports on the features, similarities and differences among project work (problem solving and discovery), demonstration and dramatization. E-learning opportunities: Watching of short videos, animations and using digital devices for searching, assembling and presenting information. 							
 Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 			-	nd evaluate effects neir development.	s on different kinc	ls of			
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes Learning Indicators Identify whicutting issue transferable inclusivity, e addressing e will these b developed?					- core and iills, iity and ersity. How			
	CLO 5. Demor knowledge an understanding evaluating the children's acc of technology 3e, 3j).	d g by critically e effects of ess and use	 techno Evalua kinds o and ele 	the relevance of logy for children. te the various f technologies ectronic games n are exposed to.	 Integration utilising sh from YouT other onlin Collaborat communic through gr presentation 	ort videos ube and ne resources. ion and ation oup			

r r	
	Gender, equity
	through fair
	distribution of teaching
	and learning
	opportunities in and
	out of classroom,
	inclusivity, and
	diversity through
	acknowledgment of
	individual differences
	in the classroom.
	Reflection and critical
	thinking for self-
	awareness through
	multi and varied
	interactive strategies
	that would support
	learners with diverse
	characteristics.
	Integration of ICT by
	utilising short videos
	from YouTube and
	other online resources.
	Collaboration and
	communication
	through group
	presentations.
	Gender, equity
	through fair
	distribution of teaching
	and learning
	opportunities in and
	out of classroom,
	inclusivity, and
	diversity through
	acknowledgment of
	individual differences
	in the classroom.
	Reflection and critical thicking for calf
	thinking for self-
	awareness through
	multi and varied
	interactive strategies
	that would support
	learners with diverse
	characteristics.

Topic Title: Children and technology use	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
		0,	Teacher Activity	Student Activity			
		Introduction: 15 minutes	Ask student teachers to think back to their childhood days and name the technologies they had access to	Student teachers reflect on their childhood days to identify and mention the technologies they had access to			
	Exposure to	Stage 1:45	Discussion	Discussion			
	technology	minutes	Guide student teachers to discuss their views on technology in the hands of early learners. Emphasize the important	Student teachers share their views on early learners having access to technology.			
			role technology plays in today's world and how technology can aid early grade learners in acquiring basic skills. Facilitate discussion on	Student teachers should focus on the educational and developmental values of technology for early learners.			
			guiding principles for the use of technology by early graders e.g. when to use, length of exposure and adult supervision during use of technology.	Student teachers engage in discussions about principles to guide the use of technology by early grade learners.			
	Children	Stage 2:45	Discussion	Discussion			
	and television viewing	minutes	Guide student teachers to discuss the issue of children and television viewing.	Student teachers discuss the issue of children and television viewing. Student teachers talk about ways in which television can be			
			Highlight ways in which television can be leveraged to aidlearning and measures to avoid the negative impacts of television such as long hours of viewing, exposure	leveraged to aid learning and measures to avoid the negative impacts of television on early grade learners.			
			to adult content among others.				
	Types of games and electronic play for early	Stage 3: 60 minutes	Discussion& Brainstorming Facilitate a whole class discussion about types of games and electronic play	Discussion& Brainstorming Student teachers discuss types of games and electronic play that early learners are exposed to in			
	grade learners; computer and video		that early learners are exposed to in today's world. Guide student teachers to	today's world. Student teachers examine the kinds of electronic games that promote			
	games		examine kinds of	children's learning and			

Lesson assessments – evaluation of learning: of, for and as learning within the lessonSummary of assessment method: Assessment for and as learning (Student spariticipation in discussion about childrenInvite student sparitic bar that can have adverse impacts on children.Lesson assessments – evaluation of learning: of, for and as learning within the lessonSummary of assessment method: Assessment for and as learning (Students parity skills, communication and personal development Assesses learning outcomes: CLO 5Student teachers and the learning: Professional development development development development development development development development day's lesson by way of recap.Required Text (core)Hanley, P. (2000). Copycat kids? The influence of television advertising on children and teerage. Swwitc.org.ukAdditional Reading ListGunter, B. &McAleer, J. (2005). Children and television. New York: Taylor and FrancisCPD needsGunter, B. &McAleer, J. (2005). Children and television. New York: Taylor and Francis				electronic games that	positive development and
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Lesson assessments – evaluation of learning: of, for and as learning within the lessonSummary of assessment method: Assesse learning outcomes: CLO 5Summary of assessment dechnology use). Core skills trageted are inquiry skills, computer and projectorSummary of assessment dechnology use). Core skills trageted are inquiry skills, computer and projectorRequired Text (core)• Computer and projector • Smartphones• Computer and projector • Smartphones• Computer and projector • Smartphones• Computer and projector • Smartphones• Computer and projector • SmartphonesRequired Text (core)Hanley, P. (2000). Copycat kids? The influence of television alvertising on children and teenagers. www.itc.org.uk• Computer and projector • Smartphones• Computer and projector • SmartphonesRequired Text (core)Hanley, P. (2000). Copycat kids? The influence of television advertising on children and teenagers. www.itc.org.uk• Computer and projector • Carg. Children and television. Nev Str. Taylor and Francis					In pairs, student to share
Lesson assessments - evaluation of learning: of, for and as learning within the lessonSummary of assessment method: Assesse learning within the lessonSummary of assessment method: Assesses learning outcomes: CLO 5Student teachers and play for and use and as learning: Computer and projector in discussion and personal development and make a learning (2016). Talk for learning: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org).Required Text (core)Hanley, P. (2000). Copycat kids? The influence of television and Learning (2016). Talk for learning: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org).Required Text (core)Hanley, P. (2000). Copycat kids? The influence of television advertising on children and teenagers. www.itc.org.ukAdditional Reading ListGunter, B. & Witc.org.uk				impacts on children.	-
Lesson assessments - evaluation of learning: of, for and as learning within the lessonSummary of assessment method: Assesses learning outcomes: CLO 5Summary of assessment method: Assesses learning outcomes: CLO 5Summary of assessment method: Assesses learning outcomes: CLO 5Summary of assessment and projectorRequired Text (core)Hanley, P. (2000). Copycat kids? The influence of television and Learning (2016). Talk for learning: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org).Required Text (core)Hanley, P. (2000). Copycat kids? The influence of television advertising on children and teenagers. www.itc.org.ukAdditional Reading ListGunter, B. & WCAleer, J. (2005). Children and television. New York: Taylor and Francis				A also attendente ta a also un in	
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Image: Conclusion: 15 minutesInvite student teacher to recap the day's lesson by highlighting key messages from the lesson.Student teachershighlight key messages from the day's lesson by way of recap.Lesson assessments - evaluation of learning: of, for and as learning within the lessonSummary of assessment method: Assessment for and as learning (Students participation in discussion about children and technology use). Core skills targeted are inquiry skills, communication and personal development Assesses learning outcomes: CLO 5Instructional Resources• Computer and projector • Smartphones • Transforming Teacher Education and Learning (2016). Talk for learning: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org).Required Text (core)Hanley, P. (2000). Copycat kids? The influence of television. New York: Taylor and FrancisAdditional Reading ListGunter, B. & McAleer, J. (2005). Children and television. New York: Taylor and Francis					-
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Lesson assessments – evaluation of learning: of, for and as learning within the lessonSummary of assessment method: Assessment for and as learning (Students participation in discussion about children and technology use). Core skills targeted are inquiry skills, communication and personal development Assesses learning outcomes: CLO 5Instructional Resources• Computer and projector • Smartphones • Transforming Teacher Education and Learning (2016). Talk for learning: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org).Required Text (core)Hanley, P. (2000). Copycat kids? The influence of television advertising on children and teenagers. www.itc.org.ukAdditional Reading ListGunter, B. &McAleer, J. (2005). Children and television. New York: Taylor and Francis				Respond to any questions	Student teachers ask any
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Required Text (core)Hanley, P. (2000). Copycat kids? The influence of television advertising on children and teenagers. www.itc.org.ukAdditional Reading ListGunter, B. &McAleer, J. (2005). Children and television. New York: Taylor and Francis		developr	nent guide for tuto	ors. Accra. Ministry of Educatio	on (www.t-tel.org).
Additional Reading List Gunter, B. &McAleer, J. (2005). Children and television. New York: Taylor and Francis	Required Text (core)	-		-	
Additional Reading List Gunter, B. &McAleer, J. (2005). Children and television. New York: Taylor and Francis					5
CPD needs	Additional Reading List	_		Children and television. New	York: Taylor and Francis
	CPD needs				

Year of B.Ed. 4	Semester 2 Place of lesson in semester				123	1 2 3 4 5 6 7 8 9 10 11 12			
Title of Lesson	Children a	and technold	ogy use			Lesson Duration	3 Hours		
Lesson description	grade lea will discu	rner's intelle uss ways of	ectual, socio-	emotional a children's us	nd physical o	effects of techno development. Stud ology to avoid or	dent teachers		
Previous student teacher knowledge, prior learning (assumed)					effects of teo	chnology on childro	en.		
Possible barriers to learning in the lesson	Misconce	ption that te	chnology is t	ad and not g	good for your	ng children.			
Lesson Delivery – chosen to support students in achieving the outcomes	to-	Practical Activity [V]	Work- Based Leaning	Seminar s [√]	Independe t Study [√]	n e-learning opportunitie s [√]	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Practical Independ teachers similaritie demonstr E-learnin	Activity: Pre lent study ar to use conce es and differe ration and dr g opportunit	pt cartooning ences among amatization.	oster for pre Group work (g to discuss a project work g of short vice	sentation using concep nd present p ((problem sc leos, animati	t cartooning to en project reports on t plving and discover ons and using digi	the features, y),		
 Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 			-	-		f technology use o nology on early gr			
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning 	Learning	Outcomes	Learning In	dicators	Identify which cr issues – core and transferable skill equity and addre diversity. How w addressed or den	d Is, inclusivity, essing vill these be			
outcome	knowledg understar evaluatin children's	emonstrate ge and nding by criti g the effects s access and gy (NTS 2e, 2	of use of	Examine the children's e technology developme (intellectua emotional a physical)	xposure to on their nt I, socio-	 Integration of utilising shore from YouTub online resout Collaboration communicate group present 	rt videos be and other rces. n and ion through		

			monitoring children's use of technology	 Gender, equity through fair distribution of teaching and learning opportunities in and out of classroom, inclusivity, and diversity through acknowledgment of individual differences in the classroom. Reflection and critical thinking for self- awareness through multi and varied interactive strategies that would support learners with diverse characteristics.
Topic Title:			Teaching and learning activ	
Children and technology		a. //:	depending on the delivery i	
use	Sub-topic	Stage/time	collaborative group work of Teacher Activity	Student Activity
		Introduction:	Questioning	Questioning
	Effects of technology use (intellectual , socio- emotional and physical)	15minutes Stage 1: 80 minutes	Through questioning, review student teachers knowledge from the previous lesson. E-learning Show a video on the effects of technology use on children such as the one in the instructional resource. Put student teachers into groups to debate the effects of technology use on children's	Student teachers share what they learnt from the previous lesson on children and technology use. E-learning & Debate Student teachers watch a video on the effects of technology use on children. Student teachers make notes of the positive and negative effects of technology use on children. In groups, student teachers debate a topic about the effects of technology use
	Monitoring children's use of technology	Stage 2: 70 minutes	development. Groupscould take turns atdebating.Sum up the debate byhighlighting both positiveand negative effects oftechnology on children'sintellectual, socio-emotional and physicaldevelopment.DiscussionUsing the café stylepresentation, ask studentteachers to identify waysof monitoring children'suse of technology.	by children. Discussion Student teachers work in small groups to discuss and identify ways of monitoring children's use of technology.

			Ask student teachers to	Student teachers visit		
			visit other groups to share	different groups to share		
			the ideas discussed in their	the ideas from their		
			original group. A member	original groups.		
			of the original group could			
			stay to host others visiting	Student teachers share		
			their group. Repeat this for	back the discussions in		
			2 or more rounds as time	whole class discussion.		
			may permit.			
			Pull together the			
			discussions from various			
			groups and ensure ideas			
			include setting parental			
			controls, using passwords			
			and other means to			
			restrict children from			
			viewing adult content,			
			setting clear expectations			
			for children regarding use			
			of technology including			
			length of time spent.			
		Conclusion: 15	Ask student teachers to	Ask student teachers to		
		minutes	write on pieces of paper at	write on pieces of paper at		
			least one thing they have	least one thing they have		
			learnt from the lesson and	learnt from the lesson and		
			exchange with another	exchange with another		
			student for peer review.	student for peer review.		
			Ask student teachers to	Peers read out some of the		
			read out a few of the	learnings written down.		
			things written on the	5		
			pieces of paper.			
Lesson assessments –	Summary of	assessment metho	d: Assessment for and as learn	ning (Debate on the effects of		
evaluation of learning: of,	technology us	se on children). Co	re skills targeted are team wor	k, communication, personal		
for and as learning within	development	and inquiry skills				
the lesson	Assesses lear	ning outcomes: CL	.0 5			
Instructional Resources	Effects of	f technology on chi	ild development <u>https://youtu</u>	.be/ndOB-vXwXxM		
	Compute	er and projector				
	Smartph	ones				
	Transform	ming Teacher Educ	ation and Learning (2016). Tal	k for learning: Professional		
	developn	nent guide for tuto	rs. Accra. Ministry of Education	n (www.t-tel.org).		
Required Text (core)	Hanley, P. (2000). Copycat kids? The influence of television advertising on children and					
	teenagers. <u>www.itc.org.uk</u>					
Additional Reading List	Gunter, B. &N	AcAleer, J. (2005).	Children and television. New Y	ork: Taylor and Francis		
CPD needs	A seminar on	the effects of tech	nology use on children's devel	opment		
	1					

Year of E	3.Ed. 4	Semeste	er 2	Place of less	on in semest	er 12	2 3 4 5 6 7 8 9 1	D 11 12	
Title of Le	esson	Advoca	cy and leade	rship in Early	Childhood Ed	lucation	Lesson Duration	3 Hours	
			,	. ,					
Lesson de	escription	This le	sson introdu	ces student	teachers to	the concept	s of leaderships	and advocacy.	
		Studen	t teachers v	vill examine	different de	finitions of a	and Key attribute	s of effective	
						styles. Studer	nt teachers will als	so identify key	
				arly grade edu					
	student teacher						erience from STS h	as exposed	
knowledg		studen	t teachers to	the leadership	o role of head	d teachers.			
	(assumed)	Churchara							
	barriers to in the lesson		lves leaders.	-	relevance of	the lesson to	or them if they do	not consider	
_	elivery – chosen	Face-	Practical	Work-	Seminars	Independer	n e-learning	Practicum	
	rt students in	to-	Activity	Based	[V]	t Study	opportunities	[V]	
	the outcomes	face	[v]	Leaning	[•]	[V]	[V]		
active		[V]	[•]	[]		[•]			
Lesson D	elivery – main		-face:Questi	oning and sho	wer thought	S.			
	delivery chosen			-	-		ot cartooning to er	able student	
	rt student						project reports on		
teachers	in achieving the	similarities and differences among project work (problem solving and discovery),							
learning	outcomes.	demonstration and dramatization.							
							ions and using dig	tal devices for	
				ng and presen					
	arching			-			/ and leadership, a	nd the link	
	ome, what you	betwee	en these two	concepts for p	promoting qu	ality ECE deli	very.		
	t the students to								
	eve, serves as								
	for the ing outcomes.								
	xpanded								
	on of the								
	ription.								
	e in full aspects								
	e NTS								
addr	essed								
Learn	ning Outcome	Learnin	g Outcomes		Learning	Indicators	Identify which a	ross cutting	
for th	he lesson,						issues – core an	d	
	ed and						transferable ski	-	
	loped from the						equity and add	-	
	se specification						diversity. How		
	ning indicators				5.		addressed or de		
	ach learning		O 7. Evaluate			arious ways	Integration		
outco	ome		e and passio ching childre			ting for all	utilising sho		
			vocating the		children a inclusive l		online reso	be and other	
			early childho			Early d Education	Collaboratio		
		01		00	Cintunioot				

	education and the place of children in society (NTS 3f, 3m).		teaching children and wanting to make a difference in their lives.	 communication through group presentations. Gender, equity through fair distribution of teaching and learning opportunities in and out of classroom. Inclusivity, and diversity through acknowledgment of individual differences in the classroom. Reflection and critical thinking for self- awareness through multi and varied interactive strategies that would support learners with diverse characteristics. 	
Topic Title: Advocacy and leadership in Early Childhood	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.		
Education	_	_	Teacher Activity	Student Activity	
		Introduction:	Ask student teachers to	Student teachers call out	
		15 minutes	mention their favourite	their favourite world leader	
			world leaders and give one	and give a reason for	
			reason why they chose that leader.	choosing that leader.	
	The	Stage 1:	E-learning & Discussion	E-learning & Discussion	
	concept	Stage 1.	Ask student teachers to	Student teachers surf the	
	leadership		search the internet for	internet for different	
			different definitions of	definitions of leadership.	
	in early				
	childhood		leadership and identify the	Student teachers examine the different definitions to	
	education		key words that run through the different definitions.	identify what they have in common.	
			Invite student teachers to		
			share some definitions of	Student teachers share the	
			leadership they came	various definitions of	
			across for whole class	leadership for whole class	
			discussion.	discussion.	
			Guide student teachers to	Student teachers discuss	
			identify attributes and	attributes and styles of	
			styles of effective leaders.	effective leaders and reflect	
			Ask student teachers to	on their own leader styles as	
			reflect on their own	current or potential leaders	
			leadership style as current	in early grade education.	
			or potential leaders to		
			identify areas for		
			improvement.		

The concept advocacyStage 2:DiscussionDiscussionadvocacy in early childhood educationFacilitate a whole class discussion about the concept of advocacy.Student teach surf the intern for definitions advocacy.Student teach surf the intern for definitions advocacy.childhood educationEncourage student teachers to search for the meaning of advocacy on the internet.Student teach present discussion on concept of discussion on identify key advocacy issues in early grade education e.g. the relevance of ECE, right-age enrolment and inclusion.Student teachers identify advocacy.Student teachers identify advocacy.The link between advocacy and leadershipStage 3:Group work Put student teachers in groups to discuss the link between advocacy and leadership.Group work student teachers to share ideas from group discussion and highlight advocacy as a critical role of a leader.Student teachers identify advocacy and leadership.In groups, student teachers identify advocacy and leadership.The link between advocacy advocacy and leadershipStage 3:Group work Put student teachers in groups to discuss the link between advocacy and leadership.Student teachers advocacy and leadership.The link between advocacy advocacy advocacy advocacy advocacy advocacy and leadership.Group work& student teachers presen advocacy and leadership.In groups, student teachers presen advocacy and leadership.The link between advocacy advocacy advocacy advocacy advoc
and leadership in EGEbetween advocacy and leadership.student teacher discuss the lin betweenGuide student teachers to share ideas from group discussion and highlight advocacy as a critical role of a leader.Student teachers present the ideas from their group discussion.Ask student teachers inIn pairs, student teachers
pairs to assume they were design poster to advocat leaders in early grade for any chosen issue in e education and design a grade education. poster to advocate for any chosen issue in early to stakeholders.
Conclusion Recap the day's lesson and respond to any questions student teachers may have. Student teach they may have clarification
Lesson assessments – evaluation of learning: of, for and as learning within the lessonSummary of assessment method: Assessment for and as learning (Poster for advocacy of relevant early grade issues). Core skills targeted are communication, personal developm and team work Assesses learning outcomes: CLO 6Instructional Resources• Computer and projector • Smartphones
Cardboaks and marker pens Transforming Teacher Education and Learning (2016). Talk for learning: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org). Required Text (core)
Additional Reading List
CPD needs

Year of B.Ed. 4	Semester2Place of lesson in semester1234567891011					1 12		
Title of Lesson	Advocacy and leadership in Early Childhood Education				cation		Lesson Duration	3 Hours
Lesson description	This lesson students teachers will be exposed to arguments used by advocates. teachers will also explore the principles of advocacy to enable them become effective a who demonstrate their passion and enthusiasm for ECE through advocacy for quality EC Student teachers were introduced to the concept of advocacy in the previous lesson.						e advocates [•] ECE.	
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning				d to the concep can in early gra		1 the previ	ous lesson.	
in the lesson	Student lead		k of interest	call ill early gra	de education.			
Lesson Delivery – chosen to support students in achieving the outcomes	to-face A	ractical ctivity V]	Work- Based Leaning []	Seminars []	Independent Study [√]	e-learni opportu [√]	-	Practicum []
 Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of 	 Face-to-face: Questioning, shower thoughts, and pyramid discussion for the meaning of planning, co-planning, co-teaching, and peer teaching, and the need to plan and prepare for learning in inclusive, multi-grade, and developmentally appropriate early grade classrooms. Practical work, Independent study and seminars: Mixed gender and mixed attainment group activities to assist student teachers to discuss the factors to consider when planning and preparing learning for diverse early grade learners in inclusive and multi-grade classrooms. Role play to demonstrate skills in usingco-planning, co-teaching, and peer teaching early grade learners in inclusive and multi-grade classrooms. E-learning opportunities: Watching of short videos, animations and using digital devices for searching, assembling and presenting information. Demonstrate passion and enthusiasm for teaching at the early grade through advocacy to raise awareness about and promote quality early grade education delivery. 						pare for rooms. ent group and ooms.Role grade ices for	
 the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	and pas children the rele childhoo the plac	Evaluate ssion for h by advc evance of	early early ation and dren in	advocating children an Early Child Education • Reflect an their love, enthusiasr	rious ways of g for all nd an inclusive lhood d evaluate passion and m for teaching nd wanting to ference in	 issues – skills, in address will the develop Inte util You rese Coll con gro Ger fair tea opp of c Incl 	aclusivity, e ing diversit se be addre egration of ising short Tube and c ources. laboration a nmunicatio up present nder, equity distributio ching and le portunities classroom. lusivity, and	ransferable quity and ty. How essed or ICT by videos from other online and n through ations. y through n of earning in and out

				Reflection and critical thinking for self-		
				awareness through multi and varied interactive strategies that would support learners with		
				diverse characteristics.		
Topic Title:			Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led			
	Sub-topic	Stage/time	collaborative group work or in	dependent.		
Advocacy and leadership in			Teacher Activity	Student Activity		
Early Childhood Education		Introduction: 15 minutes	Review the previous lesson using the verbal basketball technique; ask a student for what he/she learnt from the previous lesson. The first student who responds to the question must pass on the question to any other student in the room. This goes on as time will be permit.	Student teachers respond to question by sharing what they learnt from the previous lesson. After a student teacher responds, he/she must pass on the question to another student teacher in the room.		
	Arguments used by advocates (custodial, development al, human capital, ethical etc)	Stage 1: 80 minutes				
	Principles of	Stage 2:60	Group work	Group work		
	advocacy	minutes	Present a spider diagram for principles of advocacy. Put student teachers into	In groups, student teachers discuss the principle of advocacy assigned		
			groups and assign the groups different principles to discuss.	to their group. Student teachers can visit the		
			Invite groups to present the	internet to read about their		
			principle of advocacy	assigned principle.		
			discussed for whole class discussion	Group presentations of the principles of advocacy discussed		
		Conclusion: 25 minutes	Sum up key points discussed in the day's lesson. Revisit the course learning outcomes to show the	Take note of key points being emphasized by the tutor/lecturer.		
			progress student teachers have made throughout the course. Address any final questions student teachers may have and celebrate success to close the course.	Go through the course learning outcomes and identify own progress over the period of the course. Raise any final questions with the tutor/lecturer for clarification.		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	principles of ad development.		 Assessment for and as learnin ills targeted are team work comr 0 6 	g (Group presentations on		

Instructional Resources	Computer and projector
	 Smartphones Cardboaks and marker pens
	 Cardboaks and marker pens Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).
Required Text (core)	
Additional Reading List	
CPD needs	