Four-Year B.Ed. Course Manual

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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.

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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	Contemporary Issues in Early Grade Education				
Pre-requisite	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 Code		Credit Value	3

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 of the concept of child, children's act and ECE policy in Ghana (NTS 1d, 2a).	• Discuss the children's act • Examine the Early Childhood Education policy in Ghana
CLO 2. Demonstrate knowledge and understanding of the concept of child labour, causative factors, how they can be addressed and the child labour policy in Ghana (NTS 1d, 2a).	• Identify what constitutes child labour • Discuss the holistic effect of child labour on the early grade learner and how it would be addressed • 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 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).	• Examine the concepts equity, exclusion, segregation and inclusivity. • Identify the various barriers to inclusion in early childhood education and discuss how these barriers can be addressed. • Examine the inclusive education policy in Ghana.
CLO 4. Demonstrate knowledge and understanding of barriers to parental involvement in the education of early grade learners and how to promote it by critically reflecting on their experiences during supported teaching in early grade schools (NTS 1e, 1g, 3n).	• Explain what parental involvement is and its relevance for the education of young learners. • Compare and contrast the parental involvement models. • Discuss various barriers to parental involvement in their children's education during supported teaching in early grade schools. • 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 by critically evaluating the effects of children's access and use of technology (NTS 2e, 2f, 3e, 3j).	• Evaluate the various kinds of technologies and electronic games children are exposed to. • Examine the effects of children's exposure to technology on their development (intellectual, emotional and physical)
CLO 6. Demonstrate knowledge and understanding of how to monitor children's access and use of technology (NTS 2e, 2f, 3e, 3j).	• Discuss and suggest how children's exposure to technology can be monitored. • 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 children by advocating the relevance of early childhood education and the place of children in society (NTS 3f, 3m).	• Discuss various ways of advocating for all children and an inclusive Early Childhood Education • Reflect and evaluate their love, passion and enthusiasm for teaching children and wanting to make a difference in their lives.

7. Course Content

Unit/ Week	Topic	Sub-topic if any)	Teaching and learning activity to achieve the learning outcomes
1	Children's policies and Early Grades Education	• The concept child • Children's act • Early childhood education policy in Ghana	Use concept mapping/graphical representation and talk for learning approaches to discuss conceptual issues, children's act; student-led presentation on ECE policy in Ghana
2	Child labour and EGE	• The concept child labour • Causative factors of child labour • How to address child labour	Initiate discussion using audio-visuals and animations; Mixed ability group discussion, debate and role play on child labour, causes, effect and solutions; use concept mapping to organise thoughts; student-led discussion and presentation

		Child labour policies in Ghana	on child labour policy in Ghana
3	Equity and inclusivity in EGE	• The concept equity, inclusion, exclusion and segregation • Dimensions of diversity and social inclusion • Barriers to inclusion • Strategies for promoting in inclusion in the early grade classroom • Inclusivity policy in Ghana	Use animations and concept cartoons to initiate discussion on conceptual issues, diversity and barriers; use talk for 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 and Learning Strategies			
• Concept cartoons and concept maps			

• 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)

Weighting**:** 30%

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. www.itc.org.uk

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

LESSON 1

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

Title of Lesson	Introductory Lesson				Lesson 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)	Student teachers have been introduced to other manuals already					
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	Face-to-face	Practical Activity	Work-Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to face:** 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 course manual					

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes:	Learning Indicators:	e skills/ cross-cutting issues
	Demonstrate knowledge and understanding of the use and importance of the course manual.	• Identify and explain what course manuals are • Indicate the need for course manuals • Examine the usefulness of course manuals	Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

Topic:	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
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

			Ask student teachers to read about child personal hygiene in the home and in the school, including, regular hand washing, brushing of teeth and covering of mouth, when coughing and yawing to prepare for next lesson.	Student teachers read about child personal hygiene in the home and in the school, including, regular hand washing, brushing of teeth and covering of mouth, when coughing and yawing from online and other sources to prepare for next lesson.
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	**Summary of assessment method:** Assessment for and as learning (Participation and contribution during the lesson). Core skills targeted are communication, teamwork/collaboration and inquiry skills. **Assesses learning outcomes:**			
Teaching Learning Resources	- Overhead projector - 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/CPR)			
Required Text (core)	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. www.itc.org.uk DESA (2009). Creating an inclusive society. Practical strategies to promote social integration. Draft document			
Additional Reading List	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			
CPD Needs	Seminar for tutors on the use of Course Manuals to support the delivery of the new ITE curriculum			

LESSON 2

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

Title of Lesson	Children's Policies and Early Grade Education		Lesson Duration	3 Hours
Lesson description	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)	Student teachers can talk about who a child is. Student teachers are also aware of some rights of the child such as right to life.			
Possible barriers to learning in the lesson	Lack of appreciation of certain rights of the child, for instance rights that protect the child from physical abuse even from parents.			

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

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face –** Discussion, lecturette, think, pair share should be used in facilitating lessons. **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 for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Demonstrate knowledge and understanding of the concept of child, children's act and ECE policy in Ghana (NTS 1d, 2a).	1.1 Examine the concept of a child 1.2 Discuss the Children's Act 1.3 Examine the Early Childhood Education policy in Ghana	Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Through presentation and developing of arguments. Equity and inclusivity: using various types of groups mixed gender/mixed ability etc and gender sensitive interactive strategies and illustrations.

Topic Title: Children's Policies and Early Grade Education	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
		Introduction: 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. 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]*	**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. 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 assessments – evaluation of learning: of, for and as learning within the lesson	**Summary of assessment method:** Assessment for and as learning (Student teachers assess presentations of each other's group, indicating what they liked and what could be improved). Core skills targeted are communication, teamwork/collaboration and presentation style. **Assesses learning outcomes:**CLO 1		
Instructional Resources	- Projector, computer and smartphones/tablets - 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). *Creative approaches: Professional development guide for tutors*. Accra. Ministry of Education (www.t-tel.org).		
Required Text (core)	The Children's Act, 1998: Act 560		
Additional Reading List	The United Nations Convention on the Rights of the Child (UNCRC)		
CPD needs	Introduction to the Children's Act		

LESSON 3

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

Title of Lesson	Children's Policies and Early Grade Education			Lesson Duration	3 Hours
Lesson description	The lesson introduces student teachers to Ghana's Early Childhood Education (ECE) policy, 2020. The five action areas for quality ECE delivery as presented by the policy will be explored. This will enable student teachers to appreciate the vision for ECE in Ghana and the goals the country seek to achieve through the policy.				
Previous student teacher knowledge, prior learning (assumed)	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 of the 2019 standards based curriculum which emphasizes the play pedagogy.				
Possible barriers to learning in the lesson	Student teachers may be confused between the ECCD policy and the ECE policy.				

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.	**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 outside the classroom.
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 knowledge and understanding of the Early Childhood Education policy of Ghana.

Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Demonstrate knowledge and understanding of the concept of child, children's act and ECE policy in Ghana (NTS 1d, 2a).	1.1 Examine the Early Childhood Education (ECE) policy of Ghana. 1.2 Discuss the implications of the ECE policy for practice.	Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Through presentation and developing of arguments.

			Equity and inclusivity: use various groups considering ability, gender and characteristics of students
Topic Title: Children's policies and Early Grades Education	**Sub-topic**	**Stage/ time**	**Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.**
			Teacher Activity / **Student Activity**
		Introduction: 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.

		Stage 3: 60 minutes	**PowerPoint Presentation** Invite student teachers to do a PowerPoint presentation of the action area assigned their group. Encourage questions and contributions from the rest of the class after each action area is presented. Facilitate a whole class discussion about the implications of the ECE policy for practice, especially in their role as soon to be teachers.	**PowerPoint Presentation** Develop PowerPoint for the action area assigned. Student teachers present the various action areas of the ECE policy through PowerPoint presentations. Participate in whole class discussion about the implications of the ECE policy for practice
		Conclusion: 10 minutes	Ask student teachers to write on pieces of papers one key they have learnt from the lesson and exchange their papers for peer review. Invite and respond to any questions student teachers may have.	Student teachers write on pieces of papers one key they have learnt from the day's lesson. Student teachers exchange their papers with the person next to them for peer review. Ask any questions for clarification.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Summary of assessment method:** Assessment for and as learning (Student teachers participation in the whole class discussions and the group work). Core skills targeted are communication, teamwork/collaboration and enquiry skills. **Assesses learning outcomes:** CLO 1			
Instructional Resources	• Projector, computer and smartphones/tablets • 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). *Creative approaches: Professional development guide for tutors*. Accra. Ministry of Education (www.t-tel.org).			
Required Text (core)	Ministry of Education (2020). Early Childhood Education Policy. Accra: MoE			
Additional Reading List				
CPD needs	A familiarisation workshop for tutors on the ECE policy of Ghana			

LESSON 4

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

Title of Lesson	Child labour and Early Grade Education	Lesson Duration	3 Hours
Lesson description	In this lesson, the issue of child labour will be discussed. Student teachers will examine different definitions of child labour and situations that are and those that are not child labour. Student teachers will also discuss factors that lead to child labour and identify different ways of dealing with the issue of child labour.		
Previous student teacher knowledge, prior learning (assumed)	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.		
Possible barriers to learning in the lesson	Student teachers own perceptions of what is not child labour might pose a challenge in terms of students accepting some examples or forms of child labour.		

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.	**Face-to-face** – Discussion, lecturette, think, pair share should be used in facilitating lessons. **e-learning opportunities** –use mobile phones and other digital devices to look for information online for presentations **Independent study:** student teachers engage with relevant and appropriate issues related to child labour.						

• 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 knowledge and understanding of what constitutes child labour and ways of addressing child labour.		

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	CLO 2. Demonstrate knowledge and understanding of the concept of child labour, causative factors, how they can be addressed and the child labour	• Identify what constitutes child labour • Discuss the holistic effect of child labour on the early grade learner and how it would be addressed • Examine the Child labour	Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed.

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

	Effects and ways to address child labour: Child labour policies in Ghana	Stage 3: 75 min	**Brainstorming & Discussion** Using the same groupings from above, ask student teachers to discuss the effects of child labour on the early grade learner and brainstorm ways of addressing child labour. Using the Café style presentation, ask student teachers to move to different groups to present the ideas from their group. Repeat this for two or more rounds as time will permit. Ask a few student teachers to share the ideas discussed in the various groups they joined. If not mentioned, refer to 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.	**Brainstorming & Discussion** In groups, student teachers discuss the effects of child labour on the early grade learner. Students then brainstorm ways of addressing child labour. When signaled, student teachers move to other groups to share the ideas from their original group. One student teacher from the original group could stay and serve as host to receive new members to the groups.
		Conclusion: 10 minutes	Summarise the key points from the lesson. Respond to any questions student teachers may have.	Student teachers ask any questions they may have for clarification.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Summary of assessment method:** Assessment for and as learning (Student teachers participation in the whole class discussions and the café style presentations). Core skills targeted are collaboration,communication and enquiry skills. **Assesses learning outcomes:**CLO 2
Instructional Resources	• Video documentary of child labour: https://www.youtube.com/watch?v=ckz4qccSVpY • Report on the National Plan of Action to Eliminate the Worst Forms of Child Labour:https://www.unicef.org/ghana/reports/national-plan-action-eliminate-worst-forms-child-labour • Projector, Computer, flipchart or manila cards • 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). *Creative approaches: Professional development guide for tutors*. Accra. Ministry of Education (www.t-tel.org).
Required Text (core)	
Additional Reading List	The Children's Act, Act 560 Government of Ghana (2017). National Plan of Action to Eliminate the Worst Forms of Child Labour. Accra ILO Conventions on Worst Forms of Child Labour

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

LESSON 5

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

Title of Lesson	Equity and inclusivity in Early Grade Education				Lesson Duration	3 Hours
Lesson description	This lesson introduces student teachers to the concepts of Equity, Inclusion, Exclusion and Segregation. Student teachers will be exposed to the dimensions of diversity such as gender, ethnicity, physical ability, religion and parental status among others. Student teachers will also discuss social inclusion and what this means in the early grade classroom.					
Previous student teacher knowledge, prior learning (assumed)	Student teachers experiences from supported teaching in school will be useful in understanding Inclusion, Exclusion and Segregation					
Possible barriers to learning in the lesson	Misconceptions aboutEquality versus Equity and Integration versus Inclusion					
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity	Work-Based Leaning	Seminars [√]	Independent Study	e-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face –** Discussion, lecturette, think, pair share should be used in facilitating lessons. **e-learning opportunities –**use mobile phones and other digital devices to look for information online for presentations **Independent study:** student teachers engage with relevant and appropriate issues related Equity and Inclusion **Seminar:** Work individually and in groups and present reports for whole class discussions.					
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. • **Write in full aspects of the NTS addressed**	Demonstrate knowledge and understanding of the concepts of equity and inclusion and be able to promote inclusion in the classroom to ensure all learners are supported in their learning.					

	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	CLO 3. Exhibit knowledge 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).		• Examine the concepts equity, exclusion, segregation and inclusivity. • Examine the inclusive education policy in Ghana.		Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Through presentation and developing of arguments. Equity and inclusivity: using types of groups to ensure respect for diversity and inclusivity

Topic Title: Equity and inclusivity in Early Grade Education	**Sub-topic**	**Stage/time**	**Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.**	
			Teacher Activity	**Student Activity**
	Introduction	20 minutes	**Practical activity** Through questioning, review the previous lesson. Using the KWL technique, ask student teachers to write on sticky notes what they already **'know'** about the concepts to be discussed, and on a different sticky 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 be able to address them in the course of the lesson.	**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 discussion on theconcepts Equity (distinguish from equality), Inclusion, Exclusion 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 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].*	**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 what this means in the early grade classroom.
	Inclusive Education policy of Ghana	Stage 3: minutes	**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.	**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	**Summary of assessment method:** Assessment for and as learning (An assessment of the KWL poster to identify what student teachers have learnt from the lesson). Core skills targeted are respect for diversity, inclusion and collaboration. **Assesses learning outcomes:**CLO 3			

Instructional Resources	• Inclusive Education – Education Equity Now 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 List	Ministry of Education (2015). Inclusive education policy in Ghana. Accra: MoE
CPD needs	A PD session to explore the issues of Equity, Inclusion, Exclusion and Segregation in the context of Early Grade.

LESSON 6

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

Title of Lesson	Equity and inclusivity in Early Grade Education	Lesson Duration	3 Hours
Lesson description	This lesson builds on the previous one by exposing student teachers to some barriers to inclusion. Student teachers will work together to identify strategies for promoting inclusion in the early grade classroom.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to the concepts of Inclusion and Exclusion among others in the previous lesson.		
Possible barriers to learning in the lesson	Student teachers may feel helpless about some barriers to inclusion especially those that are related to infrastructure.		

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.	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 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 Outcomes		Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
• Learning indicators for each learning outcome	CLO 3. Exhibit knowledge and understanding and a critical reflection on dimensions of diversity, equity, inclusivity issues and barriers based on their experiences during supported		• Identify the various barriers to inclusion in early childhood education • Discuss how barriers to inclusion in early	Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Through

	teaching in early grade schools and how they were addressed (NTS 1d, 2a, 3f).		childhood education can be addressed	presentation and developing of arguments. Equity and inclusivity: using various strategies in grouping students considering their background characteristics and abilities.	
Topic Title: Equity and inclusivity in Early Grade Education	**Sub-topic**	**Stage/time**	**Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.**		
			Teacher Activity	**Student Activity**	
		Introduction 10 minutes	**Questioning** Review the previous lesson using the verbal basketball technique; ask a student teacher what he/she learnt from the previous lesson. After answering, the student must pass on the question to another student in the room. *[Consider using a bean bag, small ball or anything that will be appropriate to throw to the next person to answer the question]*	**Questioning** Student teachers respond to the tutor's/lecturer's question by sharing what he/she learnt from the previous lesson. After each response, the student who answered passes the question to another student in the room. to class.	
	Barriers to inclusion	Stage 1:	Reflection Ask student teachers to reflect on their experiences to identify potential barriers to inclusion. Guide student teachers to discuss barriers to inclusion. Ensure that barriers posed by the teacher's actions and inactions are included in the discussion.	**Reflections** Student teachers reflect on their experiences to identify potential barriers to inclusion. These could be experiences from STS. Student teachers record their reflections in their journals. Participate in whole class discussion about barriers to inclusion.	
	Strategies for promoting in inclusion in the early grade classroom	Stage 2:	**Think-Pair-Share** Ask student teachers to individually think about some strategies for promoting inclusion in the early grade classroom. Ask student teachers to pair up and share the strategies for promoting inclusion that they thought about. Guide student teachers to share their strategies for whole class discussion.	**Think-Pair-Share** Student teachers individually think about some strategies for promoting inclusion in the early grade classroom. In pairs, student teachers share strategies for promoting inclusion. 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 clarification. | 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 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). *Talk for learning: Professional development guide for tutors*. Accra. Ministry of Education (www.t-tel.org).
 • Transforming Teacher Education and Learning (2016). *Creative approaches: Professional development guide for tutors*. Accra. Ministry of Education (www.t-tel.org). |
| **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 |

LESSON 7

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

Title of Lesson	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 perception that some parents are simply not interested and won't be engaged not matter what models are adopted.			

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.	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 Outcomes		Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	CLO 4. Demonstrate knowledge and understanding of barriers to parental involvement in the		• Explain what parental involvement is and its relevance for the education of young	Communication skills: through critiquing and presentations Digital literacy: Surfing

			education of early grade learners and how to promote it by critically reflecting on their experiences during supported teaching in early grade schools (NTS 1e, 1g, 3n).	learners. • 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 involvement	**Sub-topic**	**Stage/time**	**Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.**	
			Teacher Activity	**Student Activity**
		Introduction: 15 minutes	Ask student teachers to share their STS experience of engaging with parents in relation to the education of their wards.	Student teachers talk about their STS experience of engaging with parents in relation to the education of their wards.
	The concept parental involvement	Stage 1: 30 minutes	**Discussion& Independent 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.	**Discussion& Independent 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.

		Stage 3: 60 minutes	**Poster Presentations** Invite student teachers to do poster presentations of the discussions from their groups. Encourage student teachers to ask questions and make contributions after each presentation**.**	In their groups, student teachers do a poster presentation to the rest of the class on the models discussed in their various groups. Student teachers ask questions or respond to questions after each presentation.
		Conclusion: 15 miniutes	Recap the key points from the lesson and respond to any questions student teachers may have	Take notes of the key points from the day's lesson. Ask questions for clarification
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Summary of assessment method:** Assessment for and as learning (Poster presentations of models of parental involvement). Core skills targeted are collaboration, communication and personal development **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). *Creative approaches: Professional 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 models of parental involvement in education.			

LESSON 8

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

Title of Lesson	Parental involvement in Early Grade Education		Lesson Duration	3 Hours
Lesson description	In this lesson, challenges and barriers to parental involvement in education will be discussed. Student teachers will identify strategies for promoting parental involvement in the education of early grade learners.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been exposed to the relevance of parental involvement and models of parental involvement in the previous lesson.			
Possible barriers to learning in the lesson	The perception that some parents are simply not interested and won't be engaged not matter what models are adopted.			

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

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:**Questioning and shower thoughts. **Independent study and seminars:**Jigsaw with cross grouping to enable student teachers to work in groups to discuss and present project reports. **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**	Demonstrate knowledge and understanding of barriers to involvement of parents and ways of overcoming these to effective involve parents 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 Outcomes**		**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	• CLO 4. Demonstrate knowledge and understanding of barriers to parental involvement in the education of early grade learners and how to promote it by critically		• Discuss various barriers to parental involvement in their children's education during supported teaching in early grade schools. • Evaluate various strategies used in	• Integration of ICT by utilising short videos from YouTube and other online resources. • Collaboration and communication through group

			reflecting on their experiences during supported teaching in early grade schools (NTS 1e, 1g, 3n).	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: Parental involvement in Early Grade Education	**Sub-topic**	**Stage/time**	**Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.**		
			Teacher Activity		**Student Activity**
		Introduction: 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 involvement 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 involvement 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 – evaluation of learning: of, for and as learning within the lesson	**Summary of assessment method:** Assessment for and as learning (Presentation of strategies for involving parents in the early grade). Core skills targeted are teamwork, communication and personal development **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). *Creative approaches: Professional 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	Workshops on the use of digital literacy (audio-visual and tactile analysis), PD Theme 3; PD Theme 4.

LESSON 9

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

Title of Lesson	Children and technology use		Lesson Duration	3 Hours
Lesson description	this lesson, student teachers willdiscuss the kinds of technologies and electronic games children may be exposed to. The effects of these technologies on children's development will be explored in this lesson.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers can identify some technologies that children are exposed to in today's world such as the television.			
Possible barriers to learning in the lesson	Misconception that technology is bad and not good for young children.			

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

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:**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	Student teachers will be able to identify and evaluate effects on different kinds of technologies children are exposed to on their development.

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	CLO 5. Demonstrate knowledge and understanding by critically evaluating the effects of children's access and use of technology (NTS 2e, 2f, 3e, 3j).	• Discuss the relevance of technology for children. • Evaluate the various kinds of technologies and electronic games children are exposed to.	• 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 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 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.	
			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 technology	Stage 1:45 minutes	**Discussion** Guide student teachers to discuss their views on technology in the hands of early learners. Emphasize the important role technology plays in today's world and how technology can aid early grade learners in acquiring basic skills. Facilitate discussion on 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.	**Discussion** Student teachers share their views on early learners having access to technology. Student teachers should focus on the educational and developmental values of technology for early learners. Student teachers engage in discussions about principles to guide the use of technology by early grade learners.
	Children and television viewing	Stage 2: 45 minutes	**Discussion** Guide student teachers to discuss the issue of children and television viewing. 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 to adult content among others.	**Discussion** Student teachers discuss the issue of children and television viewing. Student teachers talk about ways in which television can be leveraged to aid learning and measures to avoid the negative impacts of television on early grade learners.
	Types of games and electronic play for early grade learners; computer and video games	Stage 3: 60 minutes	**Discussion& Brainstorming** Facilitate a whole class discussion about types of games and electronic play that early learners are exposed to in today's world. Guide student teachers to examine kinds of	**Discussion& Brainstorming** Student teachers discuss types of games and electronic play that early learners are exposed to in today's world. Student teachers examine the kinds of electronic games that promote children's learning and

			electronic games that promote children's learning and positive development and those that can have adverse impacts on children. Ask student teachers in pairs to brainstorm in pairs and make a list of factors to consider in the selection of electronic games and play for early grade learners	positive development and those that can have adverse impacts on children. In pairs, student teachers brainstorm and make a list of factors to consider in the selection of electronic games and play for early grade learners. Student teachers add the list of factors to their professional portfolios.
		Conclusion: 15 minutes	Invite student teacher to recap the day's lesson by highlighting key messages from the lesson. Respond to any questions student teachers may have.	Student teachershighlight key messages from the day's lesson by way of recap. Student teachers ask any questions they may have for clarification.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Summary 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 5
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).
Required Text (core)	Hanley, P. (2000). Copycat kids? The influence of television advertising on children and teenagers. www.itc.org.uk
Additional Reading List	Gunter, B. &McAleer, J. (2005). Children and television. New York: Taylor and Francis
CPD needs	

LESSON 10

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

Title of Lesson	Children and technology use		Lesson Duration	3 Hours
Lesson description	This lesson builds on the previous lesson by exploring the effects of technology on early grade learner's intellectual, socio-emotional and physical development. Student teachers will discuss ways of monitoring children's use of technology to avoid or minimize its detrimental effects on young learners.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers will be able to mention some effects of technology on children.			
Possible barriers to learning in the lesson	Misconception that technology is bad and not good for young children.			

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

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** Questioning and shower thoughts. **Practical Activity:** Preparation of poster for presentation **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**	Demonstrate knowledge and understanding of the effects of technology use on children and monitoring mechanisms to minimize the impact of technology on early grade learners.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	CLO 5. Demonstrate knowledge and understanding by critically evaluating the effects of children's access and use of technology (NTS 2e, 2f, 3e, 3j).	• Examine the effects of children's exposure to technology on their development (intellectual, socio-emotional and physical)	• Integration of ICT by utilising short videos from YouTube and other online resources. • Collaboration and communication through group presentations.

| | | | Identify ways of 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: 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.**	
			Teacher Activity	**Student Activity**
		Introduction: 15minutes	**Questioning** Through questioning, review student teachers knowledge from the previous lesson.	**Questioning** Student teachers share what they learnt from the previous lesson on children and technology use.
	Effects of technology use (intellectual, socio-emotional and physical)	Stage 1: 80 minutes	**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 development. Groups could take turns at debating. Sum up the debate by highlighting both positive and negative effects of technology on children's intellectual, socio-emotional and physical development.	**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 by children.
	Monitoring children's use of technology	Stage 2: 70 minutes	**Discussion** Using the café style presentation, ask student teachers to identify ways of monitoring children's use of technology.	**Discussion** Student teachers work in small groups to discuss and identify ways of monitoring children's use of technology.

			Ask student teachers to visit other groups to share the ideas discussed in their original group. A member of the original group could stay to host others visiting their group. Repeat this for 2 or more rounds as time 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.	Student teachers visit different groups to share the ideas from their original groups. Student teachers share back the discussions in whole class discussion.
		Conclusion: 15 minutes	Ask student teachers to write on pieces of paper at least one thing they have learnt from the lesson and exchange with another student for peer review. Ask student teachers to read out a few of the things written on the pieces of paper.	Ask student teachers to write on pieces of paper at least one thing they have learnt from the lesson and exchange with another student for peer review. Peers read out some of the learnings written down.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Summary of assessment method:** Assessment for and as learning (Debate on the effects of technology use on children). Core skills targeted are team work, communication, personal development and inquiry skills **Assesses learning outcomes:** CLO 5			
Instructional Resources	• Effects of technology on child development https://youtu.be/ndOB-vXwXxM • 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.uk			
Additional Reading List	Gunter, B. &McAleer, J. (2005). Children and television. New York: Taylor and Francis			
CPD needs	A seminar on the effects of technology use on children's development			

LESSON 11

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

Title of Lesson	Advocacy and leadership in Early Childhood Education	**Lesson Duration**	**3 Hours**

Lesson description	This lesson introduces student teachers to the concepts of leaderships and advocacy. Student teachers will examine different definitions of and Key attributes of effective leaders that can shape their own leadership styles. Student teachers will also identify key advocacy issues in early grade education
Previous student teacher knowledge, prior learning (assumed)	Student teachers can explain what leadership is about. Experience from STS has exposed student teachers to the leadership role of head teachers.
Possible barriers to learning in the lesson	Student teachers may not see the relevance of the lesson for them if they do not consider themselves leaders.

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

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** 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**	Demonstrate an understanding of the concepts of advocacy and leadership, and the link between these two concepts for promoting quality ECE delivery.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	• CLO 7. Evaluate their love and passion for teaching children by advocating the relevance of early childhood	• Discuss various ways of advocating for all children and an inclusive Early Childhood Education	• Integration of ICT by utilising short videos from YouTube and other online resources. • Collaboration and

| | | | education and the place of children in society (NTS 3f, 3m). | • Reflect and evaluate their love, passion and enthusiasm for 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 Education	**Sub-topic**	**Stage/time**	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	**Student Activity**
		Introduction: 15 minutes	Ask student teachers to mention their favourite world leaders and give one reason why they chose that leader.	Student teachers call out their favourite world leader and give a reason for choosing that leader.
	The concept leadership in early childhood education	**Stage 1:**	**E-learning & Discussion** Ask student teachers to search the internet for different definitions of leadership and identify the key words that run through the different definitions. Invite student teachers to share some definitions of leadership they came across for whole class discussion. Guide student teachers to identify attributes and styles of effective leaders. Ask student teachers to reflect on their own leadership style as current or potential leaders to identify areas for improvement.	**E-learning & Discussion** Student teachers surf the internet for different definitions of leadership. Student teachers examine the different definitions to identify what they have in common. Student teachers share the various definitions of leadership for whole class discussion. Student teachers discuss attributes and styles of effective leaders and reflect on their own leader styles as current or potential leaders in early grade education.

	The concept advocacy in early childhood education	**Stage 2:**	**Discussion** Facilitate a whole class discussion about the concept of advocacy. Encourage student teachers to search for the meaning of advocacy on the internet. Guide student teachers to identify key advocacy issues in early grade education e.g. the relevance of ECE, right-age enrolment and inclusion.	**Discussion** Student teachers surf the internet for definitions of advocacy. Student teachers present information from the search for discussion on the concept of advocacy. Student teachers identify and make a list of key issues in early grade education to advocate for.
	The link between advocacy and leadership in EGE	**Stage 3:**	**Group work** Put student teachers in groups to discuss the link between advocacy and leadership. Guide student teachers to share ideas from group discussion and highlight advocacy as a critical role of a leader. Ask student teachers in pairs to assume they were leaders in early grade education and design a poster to advocate for any chosen issue in early to stakeholders.	**Group work& Practical activity** In groups, student teachers discuss the link between advocacy and leadership. Student teachers present the ideas from their group discussion. In pairs, student teachers design poster to advocate for any chosen issue in early grade education.
		Conclusion	Recap the day's lesson and respond to any questions student teachers may have.	Student teachers ask any questions they may have for clarification
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Summary of assessment method:** Assessment for and as learning (Poster for advocacy on relevant early grade issues). Core skills targeted are communication, personal development and team work **Assesses learning outcomes:** CLO 6			
Instructional 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				

LESSON 12

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

Title of Lesson	Advocacy and leadership in Early Childhood Education			Lesson Duration	**3 Hours**
Lesson description	This lesson students teachers will be exposed to arguments used by advocates. Student teachers will also explore the principles of advocacy to enable them become effective advocates who demonstrate their passion and enthusiasm for ECE through advocacy for quality ECE.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers were introduced to the concept of advocacy in the previous lesson.				
Possible barriers to learning in the lesson	Student teachers lack of interest can in early grade education.				
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Leaning [ ]	Seminars [ ]	Independent Study [√]	e-learning opportunities [√]	Practicum [ ]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** 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.				
• **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**	Demonstrate passion and enthusiasm for teaching at the early grade through advocacy to raise awareness about and promote quality early grade education delivery.				

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	• CLO 7. Evaluate their love and passion for teaching children by advocating the relevance of early childhood education and the place of children in society (NTS 3f, 3m).	• Discuss various ways of advocating for all children and an inclusive Early Childhood Education • Reflect and evaluate their love, passion and enthusiasm for teaching children and wanting to make a difference in their lives.	• 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.

			Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
Topic Title: Advocacy and leadership in Early Childhood Education	**Sub-topic**	**Stage/time**	**Teacher Activity**	**Student Activity**
		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, developmental, human capital, ethical etc)	Stage 1: 80 minutes		
	Principles of advocacy	Stage 2: 60 minutes	**Group work** Present a spider diagram for principles of advocacy. Put student teachers into groups and assign the groups different principles to discuss. Invite groups to present the principle of advocacy discussed for whole class discussion	**Group work** In groups, student teachers discuss the principle of advocacy assigned to their group. Student teachers can visit the internet to read about their assigned principle. 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 progress student teachers have made throughout the course. Address any final questions student teachers may have and celebrate success to close the course.	Take note of key points being emphasized by the tutor/lecturer. 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	**Summary of assessment method:** Assessment for and as learning (Group presentations on principles of advocacy). Core skills targeted are team work communication and personal development. **Assesses learning outcomes:** CLO 6			

- Reflection and critical thinking for self-awareness through multi and varied interactive strategies that would support learners with diverse characteristics.

Instructional 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	