

Four-Year B.Ed. Course Manual

Differentiated Planning and Learning of Early Grade

















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FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

USING THIS MANUAL

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

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

My teaching philosophy is

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

Course Manual Writing Format

Course Information

Title Page

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

| learners | | | | | | | |
|----------------------|--------------|------------|------|-----------|------------|--|--|
| Course Details | | | | | | | |
| Course name | Differentia | ated Planr | ning | g and Lea | arning fo | r Early Grade | |
| Pre-requisite | Student te | eachers ha | ive | taken th | e course | s 'foundation of education' and 'inclusive school-based inquiry' | |
| | which ena | bled then | n u | ndertake | school v | visits which exposed them various features and interactions that | |
| | occur in a | school co | nte | ext. | | | |
| Course Level | 200 | Course | | Credit | 3 | | |
| | | Code | | Value | | | |
| Table of contents | | | | | | | |
| | | | | | | | |
| Goal for the Subje | ct or Learni | ng Area | | | | | |
| The goal of pedage | gic studies | is to equi | p st | tudent te | eachers w | vith the foundation of the teaching profession by providing | |
| requisite instructio | nal compet | encies, pa | assi | on, com | mitment | and positive attitude that ensures effective learning in diverse | |
| contexts. | | | | | | | |
| Key contextual fac | tors | | | | | | |
| Early grade teache | rs in Ghana | use a ran | ge | of instru | ctional st | rategies for learners with diversity in learning styles. Other | |
| | | | | | | | |

teachers are also seen to be using various approaches to manage small and large class sizes found in different early grade settings across the country. Again, it is observed that early grade teachers need requisite skills in creating conducive learning environment that ensures accessibility and promotes learning in inclusive and multi-grade and multi-age early grade settings. It has also been noted that early grade teachers need competencies that position them as curriculum leaders with a holistic understanding of how the early grade curriculum should be implemented. Additionally, early grade teachers require more skills to enable them facilitate a smooth transition of early grades from home to school and from early grade to upper primary (4-6). The course is thus designed to ensure that early grade teachers are fully equipped to facilitate and manage learning in early grade settings.

Course Description

This course seeks to expose early grade student teachers to the concepts of differentiated learning, learning styles, the syllabus and their relationship to the early grade curriculum. Additionally, it is designed to help them identify and explain the various principles applied in the selection of the four basic components of the syllabus and the curriculum. Student teachers will also be guided to examine differentiated instructional techniques and strategies for facilitating the learning of early grade learners with diverse needs in varying learning environments and how these environments can be managed to improve learning. The course will be delivered and assessed using Universal Design for Learning which includes varying interactive techniques and approaches with ICT to enable student teachers demonstrate and apply various skills and strategies in planning, designing and facilitating learning among early grade learners with diverse needs and backgrounds in diverse inclusive and multigrade and multi-age settings. It will also equip student teachers with skills in designing Individual Learning Plans (ILPs) for early grade learners with peculiar needs and abilities (NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3h, 3m, 3p).

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 coteaching

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.

| Course Learning | | Learning Indicators | | | |
|---|---|---|---|--|--|
| | ate an understanding of the concepts of rning, learning styles, syllabus and 2c, 3d, 3e, 3f, 3g) | Explain the concepts of differentiated learning, learning styles, syllabus and their relationship to the early grade curriculum Discuss the curriculum terminologies in the context of the early grade curriculum Explain the basic components of the early grade syllabus and the curriculum | | | |
| patterns for organ | ate knowledge and understanding of nising and apply criteria for selecting s of the syllabus/curriculum (NTS 2c, 3a, | Discuss the criteria for selecting components of the syllabus/ curriculum and their interrelationships. Compare and contrast the criteria for selecting the components in planning learning during supported teaching in schools. Examine the patterns for organizing the curriculum and | | | |
| differentiated inst | ate understanding and use of tructional approaches and strategies in environments to facilitate learning (NTS 3f, 3g, 3m, 3p). | | s approaches in stimulating | | |
| characteristics an managing inclusiv | ate knowledge, understanding of the d the use of different strategies for /e and ing environments (NTS 3e, 3f, 3g, 3h) . | classroomsApply the approaches and s | - | | |
| diverse needs and contexts and desi | d facilitate learning for learners with d backgrounds in diverse learning gn Individual Learning Plans (ILPs) for grade settings (NTS 3f, 3g) . | Apply various instructional strategies in planning learning for early grade learners in diverse context and ILPs for learners with peculiar needs and abilities. Demonstrate co-planning, co-teaching and peer assessment in inclusive/ multi-grade/age schools. Select and use appropriate teaching learning materials (TLMs) to enhance learning during supported teaching in inclusive and multi-grade/age classrooms. | | | |
| Course Content | | | 0 | | |
| Unit/ Week | Торіс | Sub-topic if any) | Teaching and learning activity to achieve the learning outcomes | | |
| 1 | The concept of learning and early grade curriculum planning | 1.1 The concept of learning, differentiated learning; Learning styles and learning strategies; The concept, nature and relationship between the curriculum and syllabus; curriculum terminologies; Basic components of the early grade curriculum and the syllabus | VAK (learning style inventory) activity for student teachers to identify their own styles; Tutor led discussion on the concept of learning, differentiated learning styles; using a VAK card sort game for learning strategies; Concept mapping/cartooning for the concept, nature and relationship between the curriculum and the syllabus with PowerPoint; Tutor led discussion and presentation on the basic components of the curriculum and the syllabus using models. | | |

| r | | | |
|---|---|---|---|
| 2 | Patterns and criteria for selecting basic components of a developmentally appropriate EGE curriculum | 2.1 Nature of the early grade curriculum; principles for the Selection of objectives; Selection of concepts; Selection of learning activities/experiences; selection of assessment procedures; Activity curriculum, integrated curriculum, emergent curriculum | 1.Tutor-led discussion on the activity/experienced curriculum; Tutor-led discussion with group presentations on the criteria for selecting components of the syllabus/curriculum; groups discuss and compare the criteria for selecting the components in planning learning |
| 3 | Creative approaches and indigenous pedagogies | 3.1 Types and categories of creative approaches (play, role play, digital and indigenous games, songs, storytelling, modelling); play and socio-emotional, physical and cognitive development; conditions that support play; play for children with special needs | Audio-visual and tactile analysis of some creative and indigenous approaches to stimulating learning; student-led demonstration on how to use play/games and other indigenous approaches to facilitate learning of concepts; mixed/gender based group projects on a compilation of local and foreign songs and games for teaching some concepts at early grade. |
| 4 | Collaborative and experiential learning approaches | 4.1 The concept collaborative and cooperative learning; nature walk, project work (problem solving and discovery); demonstration, dramatization | 1. Panel discussion on the use of collaborative and experiential learning approaches to facilitate learning; Student-led demonstration on how to use nature walk, dramatization to facilitate learning and present report. 2. Tutor-led demonstration on designing project work for early grade learners |
| 5 | Managing inclusive, and multi- grade/age early grade settings/classrooms | 5.1 The concept and characteristics of inclusive, multi-grade, and developmentally appropriate early grade classroom; challenges for teaching and managing inclusive and multi-grade classrooms; approaches and strategies for managing inclusive, multi- grade classrooms | 1. Use audio-visuals, animations and teacher-led discussion on the concepts and characteristics of inclusive, multi-grade, and developmentally appropriate classrooms; Individual and group presentations on the challenges of teaching inclusive and multi-grade classrooms; Audio-visual and tactile analysis of how to apply the approaches and strategies for managing inclusive and multi-grade classrooms |
| 6 | Planning and preparation for early grade learners | The concept of planning for early grade learners; factors to consider in planning learning for diverse early grade | 1.Group discussion and student-led demonstrations on how to apply the various instructional strategies in planning learning; Role |

| Teaching and Learning Strategies • Concept cartoons and concept maps • Cooperative learning • Individual and group presentations • Writing of reflective notes • Think-pair-share • Ishakawa or fishbone strategy • Team teaching – co-planning and co-teaching by tu | learners in inclusive and multi-grade settings; developing scheme of work, components of a learning plan; designing Individual learning Plans (ILPs); selection of teaching learning materials (TLMs) | plays on co-planning, co- teaching and peer assessment; Audio-visual and tactile analysis of facilitating learning in the classroom; co-planning, co- teaching and peer assessment of lessons. |
|---|--|---|
| Team teaching – co-planning and co-teaching by tu Talk for learning approaches- always, sometimes, n | | |
| discussion etc | level true, convince yoursen, convi | nce a menu, pyramu |
| Course Assessment Components | | |
| ¹ Component 1: Subject Portfolio Assessment (30% overall | | |
| • Selected items of students work (3 of them -10% ea | ach) = 30% | |
| Midterm assessment = 20% | | |
| Reflective Journal = 40% | | |
| Organisation of the subject portfolio = 10% (how it | is presented /organised) | |
| developmentally appropriate inclusive and multigrade early Assesses Learning Outcomes: CLO 1, CLO 2 and 5 (Units 1, 2 ² Component 2: Subject Project: (30% overall semester scor Introduction, a clear statement of aim and purpose Methodology: what the student teacher has done a Substantive or main section = 40% Conclusion = 30% NOTE Summary of Assessment Method: Group projects on a comp songs etc) and experiential strategies for facilitating learning curriculum Weighting: 40% Assesses Learning Outcomes: CLO 3 (Units 3, 4, & 5) Component 3: End of Semester Examination 40% Co-planning; co-teaching and peer assessment Summary of Assessment Method: co-planning/ co-teaching Learning Plan (ILP) a selected early grade pupils with peculia | 2 and 5) e) of the project = 10% and why to achieve the purpose of pilation of indigenous and foreign of g of specific concepts in various the in groups and peer assessment of l | creative approaches (games, ematic areas in the early grade |
| Assesses Learning Outcomes: CLO 5 (Unit 6) Required Reading and Reference List | | |
| Abroampa, W. K. & Addai-Mununkum, R. (2017). Rudiments | of curriculum construction. Accra | Ducer Press. |
| Adentwi, K. I. (2005). <i>Curriculum development. An introducti</i> Enanati, T. Jameni, F. and Movahedian, M. (2016). Classroor emphasison the role of technology. <i>Interdisciplinary Journal</i> Farrant, J.S. (1982). <i>Principles and practice of education</i> . Lon Gestwicki, C. (2007). <i>Developmentally appropriate practice</i> . DelmarLearning. Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). <i>Principl</i> Press.Mulkeen, A. G., & Higgin, C. (2009). <i>Multi-grade teach</i> <i>Gambia</i> . | ion. Kumasi: Wilas Press Ltd. n management strategies and mult of Virtual Learning, 7 (2), 167-179 Idon: Longman Curriculum development in early Ed les and practice of teaching. Accra: | ti-grade schools with the <i>ducation. Canada</i> : Thompson Ghana Universities |

 $^1See\ rubrics\ on\ Subject\ Portfolio\ Assessment\ in\ Annex\ 6\ of\ NTEAP$ $^2See\ rubrics\ on\ Subject\ Project\ Assessment\ in\ Annex\ 6\ of\ NTEAP$

Washington: World Bank. Ornstein, A. (1995). Strategies for effective teaching. London: Brown and Benchmark Publishers Luzzatta, E. & Giordano, D. (Ed.) (2009). Collaborative learning. Methodology, types and interactions and techniques. New York: Nova Science Publishers Inc. Motitswe, J. M. C. (n.d.). Teaching and learning methods in inclusive classrooms in the foundation phase. Unpublished M.Ed. Thesis, University of South Africa, South Africa. Pratt, D. (1980). Curriculum design and development. New York: Harcourt Brace Jovanovich Publishers Tyler, R. W. (1949). Basic principles of curriculum and instruction. London: The University of Chicago Press Ltd UNESCO (2015). Practical tips for teaching multi-grade classes. Paris: UNESCO Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. & Asemanyi, E. T. (2016). Teacher education: From principles to practice. Kumasi:Benjoy Enterprise. Transforming Teacher Education and Learning (2016). Talk for learning: Professional development guide for tutors. 1. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). Group work: Professional development guide for tutors. Accra. 2. Ministry of Education (www.t-tel.org). 3. Transforming Teacher Education and Learning (2016). Creative approaches: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org). 4. Transforming Teacher Education and Learning (2016). Questioning: Professional development guide for tutors. Accra. Ministry of Education (<u>www.t-tel.org</u>). 5. Other Relevant Online Resources (www.Tess-india.net, www.oerafrica.org, www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy) The iBox (CENDLOS) 6. YouTube Course related professional development for tutors/ lecturers Creative and indigenous learning approaches

| Year of B.Ed. | 2 | Semester | 1 | Place o | f lesson in se | mester | 1 ₂ | 3 4 5 6 7 8 9 10 1 | 1 12 |
|--|---|---|---|---|--|--|---|--|---|
| Title of Lesson | | | ept learning, the curriculu | | iated learnin | g and the | | Lesson Duration | 3 Hours |
| Lesson description | 1 | | This lesson i course and t learning and and its relat syllabus are | ntroduce their spec I learning ionship w discussec | cialisms. It als styles. The n vith other rela d. Various int | o explore neaning o nted conce eractive a | s the co f the co epts su pproac | rse manual, the exp oncept learning, diff oncept"curriculum", ch as education, cul ches such as discussi delivering the course | erentiated is also explored ture and the ons, |
| Previous student t knowledge, prior l (assumed) | learning | syllabus f activities diverse b This first assessme | or various sul for Beginning ackgrounds a lesson introd ent componer | bjectsat t g Teaching nd charad l uces stud nts of the | he early grad g I and II whe cteristics in th lent teachers course. | e level. Ag re they ob ne classroo s to the co | gain, str oserved om. ourse le | al basis of learning au udent teachers have I teachers teaching l earning outcomes au | e undertaken earners with |
| Possible barriers to learning in the less | - | Misconce | eptions about | what the | curriculum a | nd the sy | llabus a | are. | |
| Lesson Delivery – to support studen teachers in achiev outcomes | chosen It | Face- to-face [√] | Activity | Work- Based Leaning | Seminars [√] | Indepen Study [√] | dent | e-learning opportunities [√] | Practicum |
| Lesson Delivery – mode of delivery of to support student teachers in achiev learning outcomes • Overarching of what you war student teach achieve, serve basis for the le outcomes. An expanded ver the descriptio • Write in full a the NTS addre | chosen it ing the s. outcome, nt the eersto es as earning sision of on. ispects of | E-learnin Seminars tutor led. Independ related to Demonst | g opportuniti to generate lent study: to the concept rate an under | es – the use group and of enable so | use of on-line nd individual student teach iscussion. of the conce | resource creativity ners to en pts of lear | s and d , discus gage w ming, d | I be used in facilitati ligital devices. sion and reflection: ith relevant and app lifferentiated learnir nong the concepts (I | student and/or propriate issues ng, learning |
| Learning Outc the lesson, pion developed from course specifies Learning indice | cked and om the ication | Learning | Outcomes | L | earning Indic | ators | | Identify which cross core and transferal inclusivity, equity a diversity. How will addressed or devel | ble skills, and addressing these be |
| each learning outcome | | specialisr expectati model of for the B. program Demonst understai concepts differenti learning, | nding of their ns, ons and the progression Ed me (NTS 2b) rate an nding of the of ated | p p p e a s c E le e a | xplain the mo rogression of rogramme ar xpectations iscuss miscor ssociated wit pecialisms an an be address xplain the con tearning, differ tearning and le stablish the ro mong the cur ducation and | the B.Ed ad the neceptions h their d how the sed. necepts of rentiated earning sty elationshi riculum, | yles. p | Communicatio critiquing and Digital literacy internet for rel information or discussed. Personal devel Through prese developing of a Equity and ince | n skills: through presentations : Surfing the evant themes to be opment: ntation and arguments. lusivity: using of groups mixed ability etc and re interactive |

| | curriculum an establish relat (NTS 2c, 3d, 3 | tionships | | Distinguish among the various curriculum terminologies. | |
|---|---|-----------|-----|--|--|
| | Demonstrate understanding curriculum terminologies 3d, 3e, 3f, 3g) | NTS 2c, | | | |
| Topic Title: Introduction to course manual, specialism and expectations for student teachers | Sub-topic | Stage/ti | me | Teaching and learning activities to on the delivery mode selected. To work or independent. Teacher Activity | |
| | | 30 minut | tes | Face-to-face Through concept cartooning and questioning find out from students what specialism they are pursuing and why. Guide student teachers through questioning to identify misconceptions associated with their specialism (early grade) and how to address them. Project a sample of the course and Introduce student teachers to its various components (you may distribute printed copies for one lesson). Through questioning (theme 2) and think-pair- share and guide them to come out with its relevance. Discuss the expectations for the course | Face-to-face Student teachers write down and share reasons for pursuing their specialism Reflect and share their thoughts on some misconceptions associated with their specialism and how they can be addressed. Go through the various sections/components of the course manual and provide relevance by thinking-pairing and sharing. |
| The concept learning, differentiated learning and the nature of the curriculum. | Definitional and conceptual issues | 30 minut | tes | Face-to-face: Through whole class discussion, review student teachers' observation and experiences during supported teaching in schools. Reviews RPK through questioning on what student teachers think the learning and learning styles are considering their experiences in school visits (PD theme 2) Independent learning Uses VAK (learning style inventory) activity for | Face-to-face: Student teachers share their experiences gained through observation during supported teaching in schools and reflect on these observed experiences. Answers questions based on their experiences in school visits. Independent learning Work individually by using VAK activity and |
| | | | | inventory) activity for student teachers to identify their own styles (PD theme 1) | using VAK activity and inventory to identify their own learning outcome. |

| 30 minutesIndependent learningIndependent learning• Pairs student teachers for them to use their phones to look for meaning of learning, differentiated learning and their relationship with learning styles• Work in pairs and use their phones to search meaning of concepts at their relationships.The Concept curriculum and relationships to education, culture and syllabus30 minutes• Through the use of pyramid discussions guides student teachers in sharing their findependent learning• Shares experiences wit other groupsCurriculum and relationships to education, culture and syllabus30 minutesIndependent learning experiences wit discussion guides student teachers in sharing their findependent learning• Shares experiences wit other groupsCurriculum and relationships to education, culture and syllabus50 minutesIndependent learning experiences wit of initiate discussion on the concepts education, culture, curriculum and their syllabus and identify relationships (PD theme 2)Independent learning • Work in small groups to discuss curriculum terminologies and illustrations. E.g. Official curriculum, formal curriculum, formal curriculum, integrated curriculum, integrated curriculum, integrated curriculum, hidden curriculum, integrated curriculum ad asks student teachers to download or get copies of• Answer questions and grade curriculum and prace for ea grade curriculum and prace for ea grade curriculum and present to whole dass. | nd th o ues as a |
|--|------------------------------|
| Image: Constraint of the sector of the sec | nd th o ues as a |
| Image: Index and the service of the | nd th o ues as a |
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| discussions guides student teachers in sharing their findings (PD theme 3)other groupsThe Concept curriculum and relationships to education, | o ies as a |
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| terminologies• Shares curriculum terminologies among small groups of student teachers to use their phones to search for meanings and illustrations. E.g. Official curriculum, formal curriculum, integrated curriculumetc. (PD theme 4)• Work in small groups to discuss curriculum terminologies and present to whole class.Closure10 minutes• Through questioning, review lesson and asks student teachers to• Answer questions and download copies of ear grade curriculum and | |
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| review lesson and asks download copies of ear student teachers to grade curriculum and | |
| student teachers to grade curriculum and | |
| student teachers to grade curriculum and | rly |
| | |
| | |
| early grade syllabus from lesson. | |
| schools in the community | |
| and examine them for the | |
| | |
| next lesson | |
| Lesson assessments – In-lesson Assessment: | |
| evaluation of learning: of, Student teachers assess each group's presentation curriculum terminologies and comment. | |
| for and as learning within Student should distinguish among the curriculum, education and culture. | |
| the lesson | |
| Submit one page report on their reflections on the lesson vis-à-vis their observed experiences | |
| during supported teaching in school. | |
| | |
| NTS 1a. Critically and collectively reflects to improve teaching and learning. | |
| | |
| Topic treated should be assessed together with lessons 2, 3 and 4 in a short quiz in week 4 | |
| | |
| Instructional Resources 1. Transforming Teacher Education and Learning (2016). Talk for learning: Professional | |
| development guide for tutors. Accra. Ministry of Education (www.t-tel.org). | |
| 2. Transforming Teacher Education and Learning (2016). Group work: Professional | |
| development guide for tutors. Accra. Ministry of Education (www.t-tel.org). | |
| 3. Transforming Teacher Education and Learning (2016). <i>Creative approaches: Profession</i> | nal |
| development guide for tutors. Accra. | a |
| | |
| Ministry of Education (www.t-tel.org). | |
| 4. Transforming Teacher Education and Learning (2016). <i>Questioning: Professional</i> | |
| development guide for tutors. Accra. Ministry of | |
| Education (<u>www.t-tel.org</u>). | |
| Other Relevant Online Resources (<u>www.Tess-india.net</u>, | |
| www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan | |

| | academy) 6. Early Grade Education Curriculum and syllabuses |
|-------------------------|--|
| Required Text (core) | Abroampa, W. K. & Addai-Mununkum, R. (2017). <i>Rudiments of curriculum construction</i> . Accra: Ducer Press. |
| | Adentwi, K. I. (2005). Curriculum development. An introduction. Kumasi: Wilas Press Ltd. |
| Additional Reading List | Pratt, D. (1980). <i>Curriculum design and development</i> . New York: Harcourt Brace Jovanovich Publishers |
| | Tyler, R. W. (1949). Basic principles of curriculum and instruction. London: The University of |
| | Chicago Press Ltd |
| CPD needs | PD theme 1, 3 and 4. |
| | Hidden curriculum and influence on affective elements |

| Year of B.Ed. | 2 | Semeste | er 1 | Р | Place o | of lesson in | semester | 1 2 | 345 | 56789101 | .1 12 |
|--------------------------------------|--------|------------|---------------------------|-----------|---------|--------------|--------------------|---------|--------------|--------------------|---------------------|
| | | | | | | | | | | | |
| Title of Lesson | | | e of the ea minants of | | | | basic comp | onent | s Les | son Duration | 3 Hours |
| Lesson description | י ו | | | • | | | | | | . Student teach | |
| Drovious student | | | | | | | | | | | ment in Ghana |
| Previous student teacher knowledg | | | | | | | | | | in School, stude | ship with other |
| prior learning (ass | | | | | | | | | | | t teachers also |
| prior rearring (ass | unicuj | | | • | | | e early grad | | | | |
| Possible barriers t | o | | | | | | grade educ | | | | |
| learning in the less | - | | | | | , | 8 | | | | |
| Lesson Delivery – | | Face- | Practical | Work- | - | Seminars | Independe | ent | e-learn | ning | Practicum |
| chosen to support | | to-face | Activity | Based | I | [V] | Study [√ | | | unities | |
| student teachers i | n | [V] | | Leanir | ng | | , - | - | [V] | | |
| achieving the outo | comes | | | | | | | | | | |
| Lesson Delivery – | main | | | | | | | | | in facilitating le | |
| mode of delivery of | chosen | E-learning | g opportun | ities: us | se mo | bile phones | s and digital | devic | es in lo | oking for infor | mation relevant |
| to support studen | | | under discu | | | | | | | | |
| teachers in achiev | - | | | | | | | | | oups for preser | |
| the learning outco | omes. | | - | sks are a | assign | ed to indiv | iduals or gro | oups to | o work | on either insid | le or outside the |
| | | classroom | | | | | | | | | |
| Overarching outco | | | | - | | - | | | | ly grade curricu | ulum, its basic |
| what you want the | | compone | nts and the | detern | ninan | ts of the cu | rriculum (N | TS 2c, | 3d, 3e, | , 3f, 3g). | |
| student teacherst | | • | | | | | | | | | |
| achieve, serves as | basis | | | | | | | | | | |
| for the learning outcomes. An exp | andod | | | | | | | | | | |
| version of the | anueu | | | | | | | | | | |
| description. | | | | | | | | | | | |
| Write in full aspec | ts of | | | | | | | | | | |
| the NTS addressed | | | | | | | | | | | |
| Learning Outcome | for | Learning | Outcomes | | Lear | ning Indica | tors | | Ide | entify which cro | oss cutting issues |
| the lesson, picked | | Ŭ | | | | U U | | | | ore and transf | - |
| developed from th | | | | | | | | | inc | lusivity, equity | and addressing |
| course specification | on | | | | | | | | div | ersity. How wi | ill these be |
| Learning indicator | 's for | | | | | | | | ado | dressed or dev | eloped? |
| each learning outo | come | Demonstr | rate | • | Disti | nguish betw | ween the ne | ew and | • | Communicati | ion skills: through |
| | | knowledg | e and | | old e | early grade | curriculum | | | critiquing and | d presentations |
| | | | nding of the | 9 | | | presentatio | | • | Digital litera | cy: Surfing the |
| | | nature of | | • | | | plain the ba | | | internet for r | |
| | | - | riculum, its | | | • | the early gr | ade | | | on themes to be |
| | | basic com | | | | iculum | | | | discussed. | |
| | | | eterminant | .s • | | uss the fact | | | • | Personal dev | |
| | | of the cur | riculum. | | | | developmer | nt of | | Through pres | |
| | | | | | the | early grade | curriculum | | | developing o | - |
| | | | | | | | | | • | | nclusivity: use |
| | | | | | | | | | | | os considering |
| | | | | | | | | | | mixed ability, | |
| | | | | | | | | | | characteristic | cs of students |

| Topic Title: The nature of the early grade curriculum, its basic components and | Sub-topic | Stage/time | | to achieve outcomes depending on her-led collaborative group work or Student Activity |
|--|--|------------|--|---|
| determinants | Nature of the EGE curriculum; distinguishi ng features between the old and the new EGE curriculum | 20 minutes | Face-to-face Assists student teachers to reflect on the components of the early grade curriculum as observed during Supported Teaching in Schools. ExploresRPK through questioning. Guides student teachers to individually present their findings on the nature of the early grade curriculum. (PD theme 2) Face-to-face Uses a model to illustrate and explain the interactions among the four basic components of the curriculum and how they are developed: Aims, goals, standards and indicators (meaning and sources) Content/ subject matter Learning experience/methods (types and organized by sequencing/continuity/integ ration) Assessment and Evaluation (types) Practical activity Put students into small groups and guide them to distinguish between the new and old early grade curriculum using the syllabus. Use the four basic components as indicators (aims/goals/standards, themes/content, activities/experiences/exem plars and assessment) | Face-to-face Share views by reflecting on the components of curriculum for early grade as observed during Supported Teaching in Schools. Provide relevant responses for questions form tutor/lecturer. Individuals randomly present their opinion on the nature of the early grade syllabus. Face-to-face Participate in discussions through questions and answers. Practical activity Work in their groups using the syllabus for the old and new curriculum to identify distinguishing features using the indicators provided. |
| | | 40 minutes | to provide support where necessary (PD theme 4) Seminar Select small groups at random to present to whole class for discussion through | Seminar Randomly selected groups present to the whole class. Groups compare with what |

| | | | [Distinguishing features of new | |
|-------------------------|--|--|---|--|
| | | | curriculum include: standards | |
| | | | based, integrated curriculum, | |
| | | | thematic and 4 subject areas | |
| | | | instead of 6 in the old one] | |
| | Determinan | 50 minutes | Independent learning | Independent learning |
| | ts of the | | Identifies ten (10) | Work on different |
| | early grade | | determinants and form | determinants (tasks) in |
| | curriculum | | different task groups (A) to | groups. |
| | | | examine one determinant | 0.0000 |
| | | | each and how it influences | • Join group B for presentation |
| | | | curriculum making. | of determinant worked on in |
| | | | C C | |
| | | | Guides students to do cross | group A. Expert members |
| | | | group presentations by | from group A explain |
| | | | regrouping (B) them. Each | determinant and answer |
| | | | member in group B must | relevant questions |
| | | | share what they have. (PD | |
| | | | theme 4) | |
| | Closure | 10 minutes | Review lesson through | Individuals compile |
| | | | questioning and ask | information from other |
| | | | students to compile | groups as notes |
| | | | presentations. | |
| Lesson assessments – | In-lesson Asse | essment: | · · · | • |
| evaluation of learning: | Through reflect | ctions based or | n observation during supported tead | ching in schools and discussions |
| of, for and as learning | - | | ers in group B present for other mer | - |
| within the lesson | | | ss grouping activities) on the pre-te | |
| | | | | , |
| | NTS 1c Demor | ostratos offocti | the second and the sharehold and the second tables. | |
| | | | ve growing leadership dijalitles | |
| | | | ve growing leadership qualities | |
| | NTS2a Demon | istrate familiari | ity with educational system | riculum including learning outcomes |
| | NTS2a Demon | istrate familiari | ity with educational system | riculum including learning outcomes |
| | NTS2a Demon NTS 2b Has co | istrate familiari Imprehensive k | ity with educational system knowledge of the official school curr | riculum including learning outcomes |
| Instructional Pasauros | NTS2a Demon NTS 2b Has co Topic treated | strate familiar omprehensive k should be part | ity with educational system knowledge of the official school curr of topics for quiz in week 4 | |
| Instructional Resources | NTS2a Demon NTS 2b Has co Topic treated • Transform | istrate familiar imprehensive k should be part ning Teacher Eo | ity with educational system knowledge of the official school curr of topics for quiz in week 4 ducation and Learning (2016). <i>Talk</i> J | for learning: Professional |
| Instructional Resources | NTS2a Demon NTS 2b Has co Topic treated • Transform developm | istrate familiari imprehensive k should be part ning Teacher E ient guide for t | ity with educational system mowledge of the official school curr of topics for quiz in week 4 ducation and Learning (2016). <i>Talk j utors</i> . Accra. Ministry of Education | for learning: Professional (www.t-tel.org). |
| Instructional Resources | NTS2a Demon NTS 2b Has co Topic treated Transform developm Transform | istrate familiari imprehensive k should be part ning Teacher E ient guide for t ning Teacher E | ity with educational system cnowledge of the official school curr of topics for quiz in week 4 ducation and Learning (2016). <i>Talk j utors</i> . Accra. Ministry of Education ducation and Learning (2016). <i>Grou</i> | for learning: Professional (www.t-tel.org). p work: Professional development |
| Instructional Resources | NTS2a Demon NTS 2b Has co Topic treated Transform <i>developm</i> Transform <i>guide for</i> | Instrate familiari Imprehensive k Should be part ning Teacher E Ining Teacher E ning Teacher E tutors. Accra. N | ity with educational system cnowledge of the official school curr of topics for quiz in week 4 ducation and Learning (2016). <i>Talk j</i> <i>tutors</i> . Accra. Ministry of Education ducation and Learning (2016). <i>Grou</i> Ministry of Education (www.t-tel.org | for learning: Professional (www.t-tel.org). p work: Professional development g). |
| Instructional Resources | NTS2a Demon NTS 2b Has co Topic treated Transform <i>developm</i> Transform <i>guide for</i> Transform | Instrate familiari Imprehensive k Should be part ning Teacher E Ining Teacher E tutors. Accra. M ning Teacher E | ity with educational system converse of the official school curr of topics for quiz in week 4 ducation and Learning (2016). <i>Talk j</i> <i>tutors</i> . Accra. Ministry of Education ducation and Learning (2016). <i>Grou</i> Ministry of Education (www.t-tel.org ducation and Learning (2016). <i>Creat</i> | for learning: Professional (www.t-tel.org). p work: Professional development g). |
| Instructional Resources | NTS2a Demon NTS 2b Has co Topic treated Transform <i>developm</i> Transform <i>guide for</i> Transform <i>developm</i> | strate familiari omprehensive k should be part ning Teacher E ent guide for t ning Teacher E tutors. Accra. N ning Teacher E ent guide for t | ity with educational system knowledge of the official school curr of topics for quiz in week 4 ducation and Learning (2016). <i>Talk j</i> <i>tutors</i> . Accra. Ministry of Education ducation and Learning (2016). <i>Grou</i> Ministry of Education (www.t-tel.org ducation and Learning (2016). <i>Creat</i> <i>tutors</i> . Accra. | for learning: Professional (www.t-tel.org). p work: Professional development g). |
| Instructional Resources | NTS2a Demon NTS 2b Has co Topic treated Transform <i>developm</i> Transform <i>guide for</i> Transform <i>developm</i> Ministry co | strate familiari omprehensive k should be part ning Teacher E tent guide for t ning Teacher E tutors. Accra. I ning Teacher E tent guide for t of Education (w | ity with educational system knowledge of the official school curr of topics for quiz in week 4 ducation and Learning (2016). <i>Talk j</i> <i>tutors</i> . Accra. Ministry of Education ducation and Learning (2016). <i>Grou</i> Ministry of Education (www.t-tel.org ducation and Learning (2016). <i>Creat</i> <i>tutors</i> . Accra. www.t-tel.org). | for learning: Professional (www.t-tel.org). p work: Professional development g). tive approaches: Professional |
| Instructional Resources | NTS2a Demon NTS 2b Has co Topic treated Transform <i>developm</i> Transform <i>developm</i> Ministry co Transform | strate familiar omprehensive k should be part ning Teacher Ed tent guide for t ning Teacher Ed tutors. Accra. M ning Teacher Ed tent guide for t of Education (w ning Teacher Ed | ity with educational system cnowledge of the official school curr cof topics for quiz in week 4 ducation and Learning (2016). <i>Talk j</i> <i>tutors</i> . Accra. Ministry of Education ducation and Learning (2016). <i>Grou</i> Ministry of Education (www.t-tel.org ducation and Learning (2016). <i>Creat</i> <i>tutors</i> . Accra. <i>www.t-tel.org</i>). ducation and Learning (2016). <i>Ques</i> | for learning: Professional (www.t-tel.org). p work: Professional development g). tive approaches: Professional |
| Instructional Resources | NTS2a Demon NTS 2b Has co Topic treated Transform <i>developm</i> Transform <i>guide for</i> Transform <i>developm</i> Ministry co Transform <i>guide for</i> | strate familiar omprehensive k should be part ning Teacher E tent guide for t ning Teacher E tutors. Accra. N ning Teacher E fent guide for t of Education (w ning Teacher E tutors. Accra. N | ity with educational system cnowledge of the official school curr cof topics for quiz in week 4 ducation and Learning (2016). <i>Talk j</i> <i>utors</i> . Accra. Ministry of Education (ducation and Learning (2016). <i>Grou</i> Ministry of Education (www.t-tel.org ducation and Learning (2016). <i>Creat</i> <i>utors</i> . Accra. www.t-tel.org). ducation and Learning (2016). <i>Ques</i> Ministry of | for learning: Professional (www.t-tel.org). p work: Professional development g). tive approaches: Professional |
| Instructional Resources | NTS2a Demon NTS 2b Has co Topic treated Transform <i>developm</i> Transform <i>guide for</i> Ministry co Transform <i>guide for</i> Education | strate familiar imprehensive k should be part ning Teacher En ent guide for t ning Teacher En tutors. Accra. N ning Teacher En f Education (w ning Teacher En tutors. Accra. N n (www.t-tel.or | ity with educational system cnowledge of the official school curr of topics for quiz in week 4 ducation and Learning (2016). <i>Talk j</i> <i>utors</i> . Accra. Ministry of Education (ducation and Learning (2016). <i>Grou</i> Ministry of Education (www.t-tel.org ducation and Learning (2016). <i>Creat</i> <i>utors</i> . Accra. www.t-tel.org). ducation and Learning (2016). <i>Ques</i> Ministry of 2016). <i>Ques</i> | for learning: Professional (www.t-tel.org). p work: Professional development g). tive approaches: Professional |
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| Year of B.Ed. 2 | Semester | 1 | Place o | f lesson in s | emester | 12 | 3 4 5 6 7 8 9 10 1 | .1 12 | |
|---|---|---|----------|--|---|------------------------------------|---|---|--|
| Title of Lesson | Criteria for s | electing cor | nponents | of the EGE c | urriculum | | Lesson Duration | 3 Hours | |
| Lesson description | cu | This lesson examines the principles and criteria for selecting the basic components of the curriculum. This would enable student teachers select appropriate objectives, content, learning experiences and assessment procedures for learners. | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson Lesson Delivery – chosen to support student teachers in achieving the outcomes | Student teac basic compo curriculum fo Large class s conceptualiz Face- Pr | Student teachers have knowledge and understanding of the nature of the EGE curriculum and the basic components. Student teachers also had the opportunity to observe how teachers selected the curriculum for instruction during supported teaching in school. Large class sizes. Students have not prepared lesson notes/plan before and may have difficulty conceptualizing how practical this would be. Face- Practical Work- Seminars Independent e-learning Practicum to-face Activity Based [v] Study [v] opportunities Practicum | | | | | | | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | e-learning o online for pr Independen developing c | 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 developing components of the curriculum. | | | | | | | |
| 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 | | - | | - | • | - | ganising and apply cri | | |
| Learning Outcome for the lesson, picked and developed from the course specification | Learning Ou | tcomes | | Learning I | ndicators | | Identify which cross core and transferab inclusivity, equity an diversity. How will t addressed or develo | le skills, nd addressing these be | |
| Learning indicators for each learning outcome | Demonstrate and understa criteria for so components curriculum/s apply them o supported te schools(NTS | anding of electing bas of the syllabus and during eaching in | sic | Discuss the selecting of the syllabu and their interrelation Compare a the criteria the comport planning le supported schools. | component us/ curricul onships. and contra: a for select onents in earning du | ts of lum st ting ring | on themes to bePersonal develo | resentations Surfing the evant information e discussed. opment: Through ad developing of versity: | |

| Topic Title: Criteria for selecting components of the EGE curriculum | Sub-topic | Stage/time | | es to achieve outcomes depending on eacher-led collaborative group work Student Activity |
|---|---|------------|---|---|
| currentum | Introduction | 20 minutes | Face-to-face | Face-to-face |
| | | zominutes | Facilitate a reflection by student teachers on how teachers select components of the curriculum during supported teaching in schools. Reviews RPK using questioning to explore student teachers understanding of the nature of the EGE curriculum and the basic components. Links it to the criteria for selecting components. (PD theme 2) | Share reflected views on how teachers selected components of the early grade curriculum. Share views on how they understand the EGE curriculum and its basic components. |
| | Criteria for selecting content | 60minutes | Independent study Groups student teachers based on the number of | Independent study Work in small groups on assigned criteria by looking for |
| | standards | | principles/criteria. Share criteria among groups for them to work on by looking for information online with their phones. (PD theme 2, 3, | information online with their phones. |
| | | | 4) Guides student teachers in explaining how principle is applied in selection of content standards for planning lessons and present to whole class for discussion (PD theme 2, 3, 4) | Explain how principle is applied in formulation/selection of standards and present to whole class for discussion |
| | Criteria for | 60minutes | Independent study | Independent study |
| | selecting Indicators and Exemplars | | Groups student teachers based on the number principles/criteria. Share criteria among groups for them to work on by looking for information online with their phones. (PD theme 2, 3, 4) Guides student teachers in explaining how principle is applied in selection of learning experiences/activities and present to whole class for discussion (PD theme 2, 3, 4) | Work in small groups on assigned criteria by looking for information online with their phones. Explain how principle is applied in selection of learning experiences/ activities and present to whole class for discussion |

| | | 40 | | | | |
|-------------------------|--------------------------|--|--------|--|--------|---|
| | Criteria for | 40 minutes | | lependent study | | lependent study Work in small groups on |
| | selecting assessment | | • | Groups student teachers based on the number of | • | Work in small groups on assigned criteria by looking for |
| | and | | | principles/criteria. Share | | information online with their |
| | evaluation | | | criteria among groups | | phones. |
| | practices | | | for them to work on by | • | Explain how principle is applied |
| | | | | looking for information | | in selection of assessment |
| | | | | online with their | | practices and present to whole |
| | | | | phones. (PD theme 2, 3, | | class for discussion |
| | | | | 4) | | |
| | | | • | Guides student teachers | | |
| | | | | in explaining how | | |
| | | | | principle is applied in | | |
| | | | | selection of assessment | | |
| | | | | practices and present to | | |
| | | | | whole class for | | |
| | | | | discussion (PD theme 2, | | |
| | | | • | 3, 4) Directs student teachers | • | Read on relevant chapters for |
| | | | Ī | to relevant chapters of | | lesson four |
| | | | | textbook to read on | | |
| | | | | patterns of curriculum | | |
| | | | | organization for lesson | | |
| | | | | four. | | |
| Lesson assessments – | In-lesson Asse | | | | | |
| evaluation of learning: | | | | | - | schools, and present various |
| of, for and as learning | | | ectin | g components of the early g | rade | curriculum. Peers ask questions |
| within the lesson | for further exp | | 10 ar | owing leadership qualities | | |
| | | | | th educational system | | |
| | | | | | urrici | ulum including learning outcomes |
| | | • | | - | | |
| Instructional Resources | Transforn | ning Teacher Ed | lucat | ion and Learning (2016). <i>Tal</i> | lk for | learning: Professional |
| | | | | Accra. Ministry of Educatio | | |
| | | - | | | | work: Professional development |
| | | | | ry of Education (www.t-tel. | | |
| | | - | | ion and Learning (2016). Cre | ativ | e approaches: Professional |
| | | <i>ent guide for tu</i> of Education (w | | | | |
| | · · · | | | . | pstin | oning: Professional development |
| | | tutors. Accra. N | | | cotio | |
| | | (www.t-tel.org | | , | | |
| | | | | ces (<u>www.Tess-india.net</u> , | | |
| | | | | | .org | , <u>www.col.org, Khan</u> academy) |
| | | | | lum and syllabuses | | |
| Required Text (core) | Abroampa, W | . K. & Addai-Mu | Inun | kum, R. (2017). Rudiments o | f cur | riculum construction. Accra: |
| | Ducer Press | | | | | |
| | | | | levelopment. An introduction | | |
| Additional Reading List | |)). Curriculum d | lesigr | and development. New You | rk: H | arcourt Brace Jovanovich |
| | Publishers | | al-1 | a af annutan dinas ann d'ta at a th | | and any The University of Chie |
| | | 949). Basic prin | ciple | s of curriculum and instructi | on. L | ondon: The University of Chicago |
| | Press Ltd Wheeler D K | (1980) <i>Curricu</i> | lum | Process. London: Hodder an | d Sta | hughton I td |
| CPD needs | | | | of the curriculum. | | |
| CPD needs | | County County Off | | | | |

| Year of B.Ed. | 2 | Semester | 1 | Place o | of lesson in s | emester | 123 | 4 5 6 7 8 9 10 | 11 12 | |
|--|--|---|---|--|--|--|--|--|--|--|
| Title of Lesson | | | Patterns of organizing developmentally appropriate early Lesson Duration 3 Hours grade education curriculum | | | | | | | |
| Lesson descriptio | | The lesson exposes student teachers to various ways of organising a developmentally appropriate early grade curriculum to support the learning of early learners with differentiated abilities. Designing an activity/interest curriculum, integrated curriculum and emergent curriculum shall be examined using various interactive strategies. | | | | | | | | |
| Previous student knowledge, prior (assumed) | learning | Have knowledge and understanding of nature of the EGE syllabus, criteria for selecting various components of the curriculum and have also been on school visits to see how early grade curriculum is being implemented. Student teachers observed how teachers used activity and thematic approach to teach early grade learners during Supported Teaching in School. Large class sizes and misconceptions about how children should be taught. | | | | | | | | |
| Possible barriers learning in the learning in | | Large class | sizes and m | lisconcept | ions about n | ow children | i snouid | d be taught. | | |
| Lesson Delivery – to support studer teachers in achier outcomes | - chosen nt | | Practical Activity | Work- Based Leaning | Seminar s [√] | Independo Study | o | -learning pportunities √] | Practicum | |
| Lesson Delivery – mode of delivery to support studer teachers in achier learning outcome Overarching outcome what you want th student teachers achieve, serves a for the learning outcomes. An exp version of the description. | chosen nt ving the es. come, ne to s basis panded aspects | e-learning online for p Independe organize th Seminar: V Demonstra | opportuniti presentatior ent study: st ne curriculur Work individ ate knowled | i es – use n ns udent tea n. ually and i ge and un | nobile phone chers engage n groups and | es and other e with relev d present re of patterns | r digital ant and eports fo of orga | or whole class dis | or information es related how to | |
| Learning Out for the lesson and develope the course specification | come n, picked ed from | Learning C | Outcomes | Le | arning Indic | ators | co in di | dentify which cro ore and transfera nclusivity, equity iversity. How wil ddressed or deve | and addressing I these be | |
| Learning indi for each lear outcome | icators | developme appropriat grade educ | e and ding of or organising entally se early | g • Ex pa in or ar cu • Di w ar • Pr ex | cplain the ter Development opropriate" of camine the tr atterns (activi- tegrated pat ganizing the of compare of intriculum and scuss the str eaknesses of of integrated resent a post cesent a post complificatio nergent curr | tally curriculum. raditional rity and tern) for curriculum with the EG d syllabus rengths and f the activity d pattern. er of an n of an | E • | Digital literacy the internet w Respect for ea through the u pairing and gr Reflective skil issues and sha Collaboration Personal deve | y: through surfing with phones quity and inclusion: se of mixed gender ouping ls: reflecting on aring perspectives | |

| Topic Title: Patterns of organizing developmentally | Sub-topic | Stage/ti me | | s to achieve outcomes depending on acher-led collaborative group work |
|---|---|----------------|--|--|
| appropriate early grade | | | Teacher Activity | Student Activity |
| education curriculum | Introduction | 20 minutes | Practical activity Discusses take-home assignment with student teachers and guides them to exchange books, mark and score. Discusses criteria most of them had difficulty with. | Practical activity |
| | The concept "development ally appropriate curriculum" | 10 minutes | Face-to-face& e-learning Through the use of questioning, guide student teachers to use their phones to find the meaning of developmentally appropriate curriculum. Randomly call students to read different versions. (PD theme 2) Facilitate a brief discussion on the meaning, emphasizing the key features that make a curriculum developmentally appropriate for early grade | Face-to-face & e-learning Use phones to surf the internet for meaning of developmentally appropriate curriculum. Read out different meanings found from the internet Engage in a whole class discussion on the meaning of developmentally appropriate curriculum |
| | Activity and | 50 | Face-to-face | Face-to-face |
| | interest curriculum | minutes | Through lecturette expose student teachers to the meaning and essence of selecting patterns for organizing a curriculum. | Listen carefully and ask questions. |
| | | | • Through questioning, allow students to brainstorm and brain write their understanding of activity/interest curriculum. (PD theme 2). Guide them to identify unique features by using | Use phones to search for characteristics/features of activity curriculum and reads them out. Work in pairs to discuss strength and weaknesses of |
| | | | their phones. Use pyramid discussion approach for student teachers to examine the strength and weaknesses of the activity pattern (discussion begins in pairs and builds up into large groups depending on size of class). (PD theme 4) | activity curriculum. Join another pair to compare notes and further discussion until large groups are formed. Large groups present findings of the various groups to the whole class. |

| | Integrated | 50 | Face-to-face | | Face-to-face |
|---|--|---|--|---|--|
| | curriculum | minutes | Through que allow studer and write th understandin integrated co | estioning, hts to reflect eir ng of urriculum.). Guide them | Use phones to search for characteristics/features of integrated curriculum and reads them out. |
| | | | features by uphones. Use pyramid approach for teachers to estrength and of the integr (discussion between the strength and the integring). | using their discussion r student examine the l weaknesses ated pattern pegins in pairs | Work in pairs to discuss strength and weaknesses of integrated curriculum. Join another pair to compare notes and further discussion until large groups are formed. Large groups present findings of the various groups to the whole class. |
| | | | and builds up | p into large nding on size | |
| | | | of class). (PD | | |
| | Emergent | 50 | Practical activity | | Practical activity |
| | curriculum | minutes | Use lecturet student teac meaning of e curriculum. Put them int groups depe of class. Prov of how an er curriculum is with proced guide them t theme and d on a poster of for presenta assessment. Asks student come along on intervent strategies th under the co 'inclusive sch inquiry' and | te to expose hers to the emergent o small nding on size vide a sample mergent s developed ures and to select a levelop one or card board tion and peer teachers to with project ions ey worked on purse nool-based a compilation il and foreign | Listen carefully and uses mobile phones and tablets to search for the meaning of the concepts 'emergent curriculum' Work in small groups and follow sample and guidelines on how to develop an emergent curriculum. Display what has been developed on the cardboard and post it up for peer assessment. Prepare and compile foreign and local songs and games for teaching various concepts. |
| | | | teaching | anies ioi | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson | assess presentat NTS 1c Demonst NTS2a Demonst NTS 2b Has com outcomes NTS 1e Engage p Poster on emerge | tion of stren tion and criti trates effecti trate familia prehensive l positively wit gent curricul | ning: gth and weaknesse que. ve growing leaders ity with education knowledge of the o h colleagues um is submitted fo | ship qualities al system fficial school cur r 10% | and integrated curriculum. Peers rriculum including learning ring lessons 1 to 4 for 20% |
| | Total 30% | | | | |
| Instructional Resources | | phones ards and ma nuals | rkers | | |

| Required Text (core) | Abroampa, W. K. & Addai-Mununkum, R. (2017). Rudiments of curriculum construction. Accra: |
|-------------------------|---|
| | Ducer Press |
| | Gestwicki, C. (2007). Developmentally appropriate practice. Curriculum development in early |
| | Education. Canada: Thompson Delmar Learning |
| | Herr, J. & Libby Larson, Y. R. (2000). Creative resources for early childhood classrooms. New York: |
| | Delmar Thomson Learning |
| Additional Reading List | Pratt, D. (1980). Curriculum design and development. New York: Harcourt Brace Jovanovich |
| | Publishers |
| | Tyler, R. W. (1949). Basic principles of curriculum and instruction. London: The University of |
| | Chicago Press Ltd |
| | Wheeler, D.K. (1980). Curriculum Process. London: Hodder and Stoughton Ltd |
| CPD needs | Developing an emergent curriculum for early grade learners. |
| | |

| Year of B.Ed. 2 | Semester 1 | Place o | of lesson in se | emester | 1 2 3 4 5 6 7 8 9 10 1 | 1 12 | | |
|---|--|---|--|---|--|---|--|--|
| Title of Lesson | Creative approach | es and indig | enous pedag | ogies | Lesson Duration | 3 Hours | | |
| Lesson description | Lesson deals with types and categories of creative approaches such as play, role play, digital and indigenous games, songs, storytelling, modelling and how they are used in instructional settings. | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | Learners have been exposed to the use of games as intervention strategies in the course 'inclusive school-based enquiry'. They also familiar with some indigenous games and songs. During supported teaching in schools, student teachers observed differentiated instructional approaches and strategies (creative approaches) in diverse learning environments | | | | | | | |
| Possible barriers to learning in the lesson | Misconceptions an these as 'time was | | s about the u | se of play a | nd songs for teaching. Mo | ost people see | | |
| Lesson Delivery – chosen to support student teachers in achieving the outcomes | Face-Practicalto-Activityface[\forall][\forall] | Work- Based Leaning | Seminar s [√] | Independe Study [√] | nt e-learning opportunities [√] | Practicum | | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | Image: Construction of the second | | | | | | | |
| 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 | | vironments | | | instructional approaches t the learning of all learne | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcome Demonstrate understanding and use of differentiate instructional approaches and strategies in divers learning environments to facilitate and support the learnir of all learners (NTS 1a, 2c, 3c, 3d, 3e, 5 3g, 3m, 3p). | e • U: ed in gr ga ga su gr | se appropriat foreign gam stimulating l clusive and n rade/age class esign/create a ames and son ipporting lear rade classroor | e indigenou es and song earning in oulti- srooms. appropriate gs for mers in early | various strategi students consid background cha abilities. Digital literacy: surf the interne | e skills, ad addressing hese be ped? sivity: using es in grouping ering their tracteristics and using phones to t and preparing loping creative digenous | | |

| Topic Title: Creative approaches and indigenous pedagogies | Sub-topic | Stage/ time | | ies to achieve outcomes depending d. Teacher-led collaborative group |
|--|---|--------------------------------|--|---|
| | | | Teacher Activity | Student Activity |
| | Introduction | 10 minutes 20 minutes | Face-to-face Lead discussions to enable student teachers share their observed experiences on how teachers used various and appropriate creative approaches during supported teaching in school. | Face-to-face Share views on how teachers used creative approaches for instruction in early grade classroom during supported teaching in school. Seminar Randomly selected groups present previous project to class. |
| | | | Seminar: Explore RPK by asking various groups that worked on intervention strategies under inclusive school-based inquiry to present highlights of their works | |
| | Creative approaches and indigenous pedagogies | 105 minutes | Practical activity: Put student teachers into small groups based on class sizes (grouping can be done using month of birth, day of birth, favourite colour etc). Guide groups to appoint leaders who will pick project on their behalf (PD theme 1 to 5) | Practical activity Place themselves in specific group based on prescribed criteria. |
| | | | Assign different tasks to different groups (more than 1 group may pick a particular task due to number of groups): | Work in small groups on assigned tasks. |
| | | | Tasks Indigenous songs/rhymes Indigenous games Foreign songs/rhymes Foreign games Short stories Digital puzzles and games Groups identify 10 (different from what is in earlier projects) of tasks selected illustrating how each can be used in teaching | Identify 10 games, songs or digital puzzle, explain what they are and illustrate how they can be used in teaching selected concepts/indicators/themes at the early grade levels. Show evidence of new ones developed by group |

| | 1 | | | | | | |
|---|---|--|--|--|--|--|--|
| | | 45 | selected concepts/indicators/th emes at the early grade level. Guide student teachers to create some new ones and show evidence of them (PD theme 1 to 5) Seminar | Seminar | | | |
| | | minutes | Guide group to prepare both manuscript and power point versions of project for presentation. Guide groups to present to each other as they work (cross/jigsaw) intermittently. Randomly select groups to present to whole class for comments. (PD theme 1, 2, 4) | Prepare manuscript and slides versions for presentation to groups and whole class. Use comments to revise projects for final presentationand demonstration during the next lesson. | | | |
| Lesson assessments – | In-lesson and P | eer Assessn | nent | | | | |
| evaluation of learning: of, | | | t, write and submit a one page | | | | |
| for and as learning within | | | ly grade schools during suppor | | | | |
| the lesson | | chers peer | | ect presented in class on creative | | | |
| | NTS 1b improve NTS 1e engage | personal ar positively wi | nd professional development ith colleague learners edge of use of instructional stra | tegies | | | |
| Instructional Resources | | | Education and Learning (2016). | | | | |
| | | | tutors. Accra. Ministry of Educa | | | | |
| | | - | Education and Learning (2016). | - | | | |
| | | | | | | | |
| | <i>development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Creative approaches: Professional</i> | | | | | | |
| | | development guide for tutors. Accra. | | | | | |
| | developme | nt guide for | tutors. Accra. | Creative approaches: Professional | | | |
| | <i>developme</i>Ministry of | <i>nt guide for</i> Education (| tutors. Accra. www.t-tel.org). | | | | |
| | developmeMinistry ofTransformi | nt guide for Education (ng Teacher | tutors. Accra. | | | | |
| | developme Ministry of Transformi developme | nt guide for Education (ng Teacher | <i>tutors</i> . Accra. www.t-tel.org). Education and Learning (2016). <i>tutors</i> . Accra. Ministry of | | | | |
| | developme Ministry of Transformi developme Education (Other Relevance | nt guide for Education (ng Teacher I nt guide for www.t-tel.c vant Online | <i>tutors</i> . Accra. www.t-tel.org). Education and Learning (2016). <i>tutors</i> . Accra. Ministry of org). Resources (<u>www.Tess-india.ne</u> | Questioning: Professional | | | |
| | developme Ministry of Transformi developme Education (Other Relevence www.oerafi | nt guide for Education (ng Teacher Int guide for www.t-tel.c vant Online rica.org,ww | <i>tutors</i> . Accra. www.t-tel.org). Education and Learning (2016). <i>tutors</i> . Accra. Ministry of org). Resources (<u>www.Tess-india.ne</u> | Questioning: Professional | | | |
| | developme Ministry of Transformi developme Education (Other Relev www.oeraf Oware, Luce | nt guide for Education (ng Teacher nt guide for www.t-tel.c vant Online rica.org,ww lo, Draught | <i>tutors</i> . Accra. www.t-tel.org). Education and Learning (2016). <i>tutors</i> . Accra. Ministry of org). Resources (<u>www.Tess-india.ne</u> w.futureLearn.com, <u>www.telm</u> | Questioning: Professional | | | |
| Demuired Text (core) | developme Ministry of Transformi developme Education (Other Relev www.oeraf Oware, Luc Early Grade | nt guide for Education (ng Teacher I nt guide for www.t-tel.c vant Online rica.org,ww lo, Draught Education | tutors. Accra. www.t-tel.org). Education and Learning (2016). tutors. Accra. Ministry of org). Resources (<u>www.Tess-india.ne</u> w.futureLearn.com, <u>www.telm</u> Curriculum and syllabuses | Questioning: Professional t, ooc.org, <u>www.col.org, Khan</u> academy) | | | |
| Required Text (core) | developme Ministry of Transformi developme Education (Other Relev www.oeraf Oware, Luc Early Grade Smith, S. & Mor | nt guide for Education (ng Teacher nt guide for www.t-tel.c vant Online rica.org,ww lo, Draught Education rris, H. (2011 | tutors. Accra. www.t-tel.org). Education and Learning (2016). tutors. Accra. Ministry of org). Resources (<u>www.Tess-india.ne</u> w.futureLearn.com, <u>www.telm</u> Curriculum and syllabuses L). 33 ways to help with spelling | Questioning: Professional | | | |
| Required Text (core) | developme Ministry of Transformi developme Education (Other Relevence Other Relevence Www.oeraf Oware, Luce Early Gradee Smith, S. & Morwith basic skills | nt guide for Education (ng Teacher I nt guide for www.t-tel.c vant Online rica.org,ww lo, Draught Education rris, H. (2011 . London : R | tutors. Accra. www.t-tel.org). Education and Learning (2016). tutors. Accra. Ministry of org). Resources (<u>www.Tess-india.ne</u> w.futureLearn.com, <u>www.telm</u> Curriculum and syllabuses L). 33 ways to help with spelling outledge | Questioning: Professional t, ooc.org, <u>www.col.org, Khan</u> academy) :: Supporting children who struggle | | | |
| | developme Ministry of Transformi developme Education (Other Relev www.oeraf Oware, Luc Early Grade Smith, S. & Mor with basic skills Hickey, R. (201 | nt guide for Education (ng Teacher I nt guide for www.t-tel.c vant Online frica.org,ww lo, Draught Education ris, H. (2011 . London : R 0). 33 ways | tutors. Accra. www.t-tel.org). Education and Learning (2016). tutors. Accra. Ministry of org). Resources (<u>www.Tess-india.ne</u> w.futureLearn.com, <u>www.telm</u> Curriculum and syllabuses L). 33 ways to help with spelling outledge to help with writing. London : F | Questioning: Professional t, ooc.org, www.col.org, Khan academy) r: Supporting children who struggle | | | |
| Required Text (core) Additional Reading List | developme Ministry of Transformi developme Education (Other Relev www.oeraf Oware, Luc Early Grade Smith, S. & Mor with basic skills Hickey, R. (201 Herr, J. & Libby | nt guide for Education (ng Teacher I nt guide for www.t-tel.c vant Online rica.org,ww lo, Draught Education rris, H. (2011 . London : R 0). 33 ways Larson, Y. R | tutors. Accra. www.t-tel.org). Education and Learning (2016). tutors. Accra. Ministry of org). Resources (<u>www.Tess-india.ne</u> w.futureLearn.com, <u>www.telm</u> Curriculum and syllabuses L). 33 ways to help with spelling outledge to help with writing. London : F | Questioning: Professional t, ooc.org, <u>www.col.org, Khan</u> academy) :: Supporting children who struggle | | | |
| | developme Ministry of Transformi developme Education (Other Relev www.oeraf Oware, Luc Early Grade Smith, S. & Mor with basic skills Hickey, R. (201 Herr, J. & Libby Delmar Thomsc | nt guide for Education (ng Teacher I nt guide for www.t-tel.c vant Online rica.org,ww lo, Draught Education rris, H. (2011 . London : R 0). 33 ways Larson, Y. R on Learning | tutors. Accra. www.t-tel.org). Education and Learning (2016). tutors. Accra. Ministry of org). Resources (<u>www.Tess-india.ne</u> w.futureLearn.com, <u>www.telm</u> Curriculum and syllabuses L). 33 ways to help with spelling outledge to help with writing. London : F . (2000). Creative resources for | Questioning: Professional t, ooc.org, www.col.org, Khan academy) r: Supporting children who struggle | | | |

| Year of B.Ed. 2 | 2 Semes | ster 1 | Pla | ce of lesson | in semester | 123 | 4 5 6 7 8 9 3 | 10 11 12 | | |
|---|---|--|---|--|---|--------------------------------|--|--|--|--|
| Title of Lesson | Use of play as | pedagogy in e | arly grad | de settings | | Lesso | on Duration | 3 Hours | | |
| Lesson description | development | The lesson will explore play and its influence on social, physical, intellectual, creative and emotional development of early learners; conditions that support play and play for children with special needs in an early childhood instructional context. | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson | Student teach puzzles for tea enhance learn Misconception | Student teacher have knowledge, understanding and can use various games, songs, storytelling and puzzles for teaching various concepts in an early grade context. Observation of the use of play to enhance learning in early grade classrooms. | | | | | | | | |
| Lesson Delivery – chosen to support student teachers in achieving the outcomes | Face-to-face [√] | Activity B | Vork- ased eaning | Seminars [√] | Independent Study [√] | | orning ortunities | Practicum | | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching | E-learning opp songs used for Seminars: To led on the use | oortunities: Vic r teaching and generate grou games and so study: To enab | deos fror learning p and in ongs. ole stude | n YouTube o g. dividual crea ent teachers | f various kinds tivity, discussio to engage with | of digi on and releva | nt and appropri | | | |
| 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 | support the le | arning childrei | n with di | iverse needs | (NTS 1a, 2c, 3d | c, 3d, 3 | e, 3f, 3g, 3m, 3ŗ | | | |
| Learning Outcome for the lesson, picked and developed from the | Learning Outo | knowledge, | • De | evelop game | s, songs, | core inclu diver addr | and transferab sivity, equity ar rsity. How will t essed or develo Communication | nd addressing hese be oped? skills: through | | |
| course specification • Learning indicators for each learning outcome | understanding play and peda early childhoo support the le children with needs (NTS 1a 3e, 3f, 3g, 3m) | gogy in an d setting to arning diverse n, 2c, 3c, 3d, | te: th Rc us su • Di: | e early grade | is concepts in syllabus. onstrate the games to nificance of | • | on themes to be Personal develo | Surfing the want information e discussed. pment: Through d developing of | | |

| Topic Title: Use of play as pedagogy | Sub-topic | Stage/time | including play in supporting learning at the early grade level across various developmental domains (SPICE). Examine strategies that may be used in addressing barriers that may be encountered during the use of creative approaches and play in early grade settings. Teaching and learning activities to delivery mode selected. Teacher-I | various strategies in grouping students considering their background characteristics and abilities. o achieve outcomes depending on the ed collaborative group work or |
|---|--------------|------------|---|---|
| in early grade settings | | | independent. Teacher Activity | Student Activity |
| | Introduction | | Face-to-face Guide student teachers to reflect and share views on how teachers made use of play for learning among early grade children during supported teaching in school. Practical activity Select groups to do 10 minutes power point presentation of their projects. Comments and discussions. (PD theme1, 4) | Face-to-face Discuss how teachers employed play as an instructional technique in early grade classrooms. Practical activity Present projects in PowerPoint and comment on other's work and presentations |
| | | | Randomly select groups to role play or demonstrate the use of some games, songs, storytelling or puzzles for teaching selected concepts/indicators in the early grade curriculum (PD theme 1, 4) | Observe and comment on demonstrations and role plays |
| | | | Independent study Initiate discussions on what play is (definitions),the types of play. Guide student teachers to use their mobile phones to search for information and present. Set up about 3 different playful activities for student teachers to go through and share how they felt while playing and the benefit of play after the activities. | Use phones to search for definitions of play, types of play and the benefits of play and present for whole class discussion. Experience the playful activities set up by the tutor. Share with the class how they felt while playing and the benefits of play. |
| | | | Play after the activities. Seminar Through the use of pyramid discussion or jigsaw groups guide student teachers to examine the importance of the use of creative and indigenous approaches and play across the domains of early grade learners (PD theme 3, 4): | Work in pairs and built up groups to examine relevance of play across the SPICE domains for presentation to whole class for discussion |

| | Domains (| = | | |
|--------------------------------------|--|---|--|--|
| | | , Physical, Intellectual, | | |
| | | ve, and Emotional | | |
| | | student teachers to | | |
| | | nt findings either to | | |
| | | s or to whole class for | | |
| | | er discussion. | | |
| | Face-to-fa | | Face-to-face | |
| | | t with student | Examine challenges that would be | |
| | | ers on the challenges | encountered in using play and | |
| | | arriers in using play | creative ways of addressing them | |
| | | ther creative | to improve learning of all learners | |
| | | aches. Use diamond | in early grade. | |
| | | o rank challenges and | | |
| | _ | students through | | |
| | | ioning to examine how | | |
| | | an be addressed in | | |
| | | to improve learning. | | |
| | | tudent teachers topics | Read on relevant materials and abarters on collaborative and collaborative | |
| | | d and prepare for the | chapters on collaborative and co- | |
| | | esson on collaborative | operative learning for the next | |
| 1 | | o-operative learning | lesson. | |
| Lesson | In-lesson Assessment: | | a alau ao ao izata ational ta daziona fan | |
| assessments – evaluation of | Student teachers reflect and write one p | | | |
| | early grade lessons. Presentation on how learners and how barriers can be address | | velop various domains of early grade | |
| learning: of, for and as learning | | | | |
| within the lesson | Student teachers should peer assess presentations. | | | |
| within the lesson | NTS 1b improve personal and professional development NTS 1e engage positively with colleague learners | | | |
| | NTS 3e,g have good knowledge of use of instructional strategies | | | |
| | NTS 3h set meaningful tasks for learner | _ | | |
| Instructional | | | or learning: Professional development | |
| Resources | guide for tutors. Accra. Ministry of I | | | |
| | Transforming Teacher Education and Learning (2016). Group work: Professional development guide | | | |
| | for tutors. Accra. Ministry of Educat | | , , , | |
| | Transforming Teacher Education and Learning (2016). Creative approaches: Professional | | | |
| | development guide for tutors. Accra. | | | |
| | Ministry of Education (www.t-tel.org). | | | |
| | • Transforming Teacher Education and Learning (2016). Questioning: Professional development guide | | | |
| | for tutors. Accra. Ministry of | | | |
| | Education (<u>www.t-tel.org</u>). | | | |
| | • FTTT Teacher Reference Handbook | (Sabre Education) | | |
| | Other Relevant Online Resources (v | www.Tess-india.net, www | v.oerafrica.org,www.futureLearn.com, | |
| | www.telmooc.org, www.col.org, Kh | <u>ian</u> academy) | | |
| | Oware, Ludo, Draught | | | |
| | • Owarc, Ludo, Draught | nd syllabusos | | |
| | Early Grade Education Curriculum a | | | |
| Required Text | • Early Grade Education Curriculum a Smith, S. & Morris, H. (2011). 33 ways to | | orting children who struggle with basic | |
| Required Text (core) | • Early Grade Education Curriculum a Smith, S. & Morris, H. (2011). 33 ways to skills. London : Routledge | o help with spelling: Supp | | |
| | • Early Grade Education Curriculum a Smith, S. & Morris, H. (2011). 33 ways to skills. London : Routledge Hickey, R. (2010). 33 ways to help with | o help with spelling: Supp writing. London: Routled | ge. | |
| (core) Additional | • Early Grade Education Curriculum a Smith, S. & Morris, H. (2011). 33 ways to skills. London : Routledge Hickey, R. (2010). 33 ways to help with Herr, J. & Libby Larson, Y. R. (2000). Cred | o help with spelling: Supp writing. London: Routled | ge. | |
| (core) | • Early Grade Education Curriculum a Smith, S. & Morris, H. (2011). 33 ways to skills. London : Routledge Hickey, R. (2010). 33 ways to help with Herr, J. & Libby Larson, Y. R. (2000). Crea Delmar Thomson Learning | o help with spelling: Supp writing. London: Routled ative resources for early o | ge. childhood classrooms. New York: | |
| (core) Additional | • Early Grade Education Curriculum a Smith, S. & Morris, H. (2011). 33 ways to skills. London : Routledge Hickey, R. (2010). 33 ways to help with Herr, J. & Libby Larson, Y. R. (2000). Cred | b help with spelling: Supp writing. London: Routled ative resources for early o aches in Teaching (PDM | ge. childhood classrooms. New York: | |

| Year of B.Ed. | 2 | Semester | 1 | Place of lesso | n in semester | 12345 | 5 7 8 9 10 11 1 | 2 | |
|--|---|--|--|---|---|---------------------------------------|---|---|--|
| Title of Lesson | | Collaborat | Collaborative and Experiential Learning Approaches I Lesson Duration 3 Hours | | | | | 3 Hours | |
| Lesson description | | learning a teaching s to underst technique knowledge collaborat classroom cooperativ specific to collaborat | This lesson is meant to expose student teachers to some collaborative and experiential learning approaches to enable them apply appropriate teaching techniques and strategies in teaching specific topics during Supported Teaching in Schools. It will help the student teachers to understand collaborative learning, cooperative learning, and nature walk as instructional techniques in the classroom. By the end of the lesson, student teachers would demonstrate knowledge and understanding by explaining the features, similarities and differences of collaborative learning, cooperative learning, and nature walk as instructional techniques in the classroom. With this, student teachers would be expected to explain collaborative learning, cooperative learning, and nature walk as classroom instructional techniques, and Identify specific topics in subject specialisations and determine the instructional technique (either collaborative learning, cooperative learning, or nature walk) deemed appropriate to teach these identified topics. | | | | | | |
| Previous student knowledge, prior (assumed) Possible barriers | learning | selection of of creative modelling cognitive of that support technique tutors/lect | Student teachers have been exposed to selection of learning activities/experiences and selection of assessment procedures. They have also been exposed to the types and categories of creative approaches (play, role play, digital and indigenous games, songs, storytelling, modelling). Again, student teachers have been taught play and socio-emotional, physical and cognitive development of children with special educational needs (SEN), and the conditions that support play for children with SEN. Student teachers are also aware of the instructional techniques and strategies adopted by teachers during school visits, and those used by their tutors/lecturers. | | | | | | |
| in the lesson | to rearring | | | rticular subjec | | | eninques una stru | legies for | |
| Lesson Delivery – support students the outcomes | | | Practical Activity [√] | Work- Based Leaning | Seminars [√] | Independen t Study [√] | e-learning opportunities [√] | Practicum | |
| Lesson Delivery – of delivery chose student teachers the learning outc Overarching what you wa students to a serves as bas learning outc expanded ve description. Write in full a the NTS addr | n to suppo in achievin omes. outcome, nt the achieve, is for the comes. An rsion of th aspects of essed | ort Independe work in gr earning op searching, Student te collaborat Student te difference topics in th learning, c | 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. earning opportunities: Watching of short videos, animations and using digital devices for searching, assembling and presenting information. Student teachers would be able to demonstrate knowledge and understanding of collaborative learning, cooperative learning, and nature walk as instructional techniques. Student teachers would be expected to identify and explain the features, similarities and differences among these techniques. Student teachers would be expected to identify specific topics in their special areas and determine the instructional technique (either collaborative learning, cooperative learning, or nature walk). (NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p) | | | | | | |
| Learning Out lesson, picke developed fr course specif Learning indi each learning | d and om the ïcation cators for | Demo and u collab coope and n instru | Dutcomes onstrate kno nderstandir orative lear ature walk a ctional tech classroom. | ng of ming, ning, as miques | Explain collad learning, coo learning, and as classroom instructional | borative perative I nature walk | online resourceCollaboration | d Ils, ty and rsity. How dressed or of ICT by rt videos be and other urces. on and tion through | |

| | Demonstrate and understa explaining th similarities and differences of collaborative cooperative l and nature w instructional in the classro Identify spect subject special and determing instructional (either collab learning, cool learning, or r deemed apputeach these is topics. | anding by e features, nd f learning, valk as techniques bom. ific topics in alisations ne the technique porative perative nature walk) ropriate to | Explain the features, similarities and differences of collaborative learning, cooperative learning, and nature walk as instructional techniques in the classroom. Identify specific topics in subject specialisations and determine specific instructional technique(s) suitable to teach the identified topics. | 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: Collaborative and experiential learning approaches I | Sub-topic Stage/ time | | Teaching and learning activities to achieve outcomesdepending on the delivery mode selected. Teacher-ledcollaborative group work or independent.Teacher ActivityStudent Activity | | |
| | The concept collaborative and cooperative learning; nature walk, learning centres, project work (problem solving and discovery); demonstration, dramatization | 30 minutes 60 minutes 90 minutes | Face-to-face: Use shower thought to assist student teachers to review their previous knowledge and experiences on the strategies used by teachers in teaching various topics/content while on school visits, and in the college. PD Theme 3; p. 59. Practical Work and Independent Study: Use jigsaw with cross grouping to enable student teachers to work in groups to discuss and present project report on the features, similarities and differences among the various teaching techniques (collaborative and cooperative learning, nature walk, learning centres, project work or problem solving or discovery, demonstration and dramatization). PD Theme 4; pp. 69-98. Seminar: Put students in mixed ability or mixed gender groups of between 3-5. | Face-to-face: Student teachers share their views on the teaching techniques used by teachers during school visits, and those used by their tutors/lecturers. Practical Work and Independent Study: In different small groups, student teachers discuss and submit group project report on features, similarities and differences of the teaching technique assigned to each group. Seminar: Student teachers, in their groups, present their report from the practical and independent study (using power point) for brief whole class discussion and comments. | |

| | Guide them to select any of the strategies discussed explain how it can be used to facilitate some selected topics from learning areas in the pre-tertiary early grade curriculum. PD Theme 4; pp. 99-115 | | | |
|---------------------------------|--|--|--|--|
| | | | | |
| Lesson assessments – | In-lesson Assessment: Student teachers critique and peer assess presentations | | | |
| evaluation of learning: of, for | Using group presentations, student teachers discuss the use of collaborative learning, co- | | | |
| and as learning within the | operative learning, and nature walk as instructional techniques, and identify specific | | | |
| lesson | techniques to teach specific topics in any of the learning areas in the in the early grade | | | |
| | curriculum (20%) Groups can continue with presentations on the 8 th week. | | | |
| | | | | |
| | NTS 1b improve personal and professional development | | | |
| | NTS 1e engage positively with colleague learners | | | |
| | NTS 3e,g have good knowledge of use of instructional strategies NTS 3h set meaningful tasks for learner collaboration | | | |
| Instructional Resources | TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom | | | |
| | • 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). <i>Group work: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org). | | | |
| | Transforming Teacher Education and Learning (2016). Questioning: Professional | | | |
| | development guide for tutors. Accra. Ministry of Education (<u>www.t-tel.org</u>). | | | |
| Required Text (core) | YouTube Gestwicki, C. (2007). Developmentally appropriate practice. Curriculum development in early | | | |
| | Gestwicki, C. (2007). Developmentally appropriate practice. Curriculum development in early Education. | | | |
| | Canada: Thompson Delmar Learning. | | | |
| | Luzzatta, E. & Giordano, D. (Ed.) (2009). <i>Collaborative learning</i> . <i>Methodology, types and interactions and</i> | | | |
| | techniques. New York: Nova Science Publishers Inc. | | | |
| | Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and practice of teaching</i> . Accra: | | | |
| | Ghana Universities Press | | | |
| Additional Reading List | Abroampa, W. K. & Addai-Mununkum, R. (2017). <i>Rudiments of curriculum construction</i> . Accra: | | | |
| | Ducer Press. | | | |
| | Enanati, T. Jameni, F. and Movahedian, M. (2016). Classroom management strategies and | | | |
| | multi-gradeschools with the emphasis on the role of technology. <i>Interdisciplinary Journal of Virtual Learning</i> , 7(2), | | | |
| | 167-179. | | | |
| | Farrant, J. S. (1982). <i>Principles and practice of education</i> . London: Longman | | | |
| | Ornstein, A. (1995). <i>Strategies for effective teaching</i> . London: Brown and Benchmark Publishers | | | |
| | Motitswe, J. M. C. (n.d.). Teaching and learning methods in inclusive classrooms in the | | | |
| | foundation phase. Unpublished | | | |
| | M.Ed. Thesis, University of South Africa, South Africa. | | | |
| | UNESCO (2015). <i>Practical tips for teaching multi-grade classes</i> . Paris: UNESCO Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. & Asemanyi, E. T. (2016). <i>Teacher education</i> : | | | |
| | | | | |

| | From principles to practice. Kumasi:Benjoy Enterprise. |
|-----------|---|
| CPD needs | Workshops on development and use of indigenous and digital games and puzzles. |

| Year of B.Ed. 2 | Semeste | er 1 | Place of le | sson in semes | ter 1234 | 567 8 91 | 0 11 12 | |
|--|-------------|--|------------------|------------------|-------------------|--------------------|---|--|
| | | | | | | | | |
| Title of Lesson | Collaborat | ive and Exper | iential Learnin | g Approaches I | | son ation | 3 Hours | |
| Lesson description | | This lesson is meant to expose student teachers to project work (problem solving and discovery); demonstration, and dramatization to enable them apply appropriate instructional techniques and | | | | | | |
| | | | | | | | STS). It will help the | |
| | | | | | | | demonstration, and | |
| | | | | •• | - | | the lesson, student | |
| | | | | | | | features, similarities | |
| | | | | - | | | n, and dramatization | |
| | | | | | | | ould be expected to | |
| | | | | | | | al technique (either emed appropriate to | |
| | | e identified to | - | ery, demonstra | | | | |
| Previous student | | | | o selection of | learning activiti | es/experienc | es and selection of | |
| teacher knowledge, | | | | | d to the types a | | | |
| prior learning | | | | | - | | delling). Again, | |
| (assumed) | | | | | | - | ive development of | |
| | | | | | | | ay for children with learning and nature | |
| | | | | | - | | onal techniques and | |
| | | | • | | ind those used | | • | |
| Possible barriers to | Determini | ng and selecti | ng specific app | propriate instru | ictional techniq | ues and strat | egies to suit specific | |
| learning in the lesson | topics. | | | | | | | |
| Lesson Delivery – | Face-to- | Practical | Work- | | Independent | e-learning | Practicum | |
| chosen to support students in achieving | face [√] | Activity [√] | Based Leaning | | Study [√] | opportuniti [√] | es | |
| the outcomes | | [v] | Leaning | | [•] | [v] | | |
| Lesson Delivery – main | Face-to-fa | ce:Reflection | Questioning a | ind Shower the | oughts. | | | |
| mode of delivery | | | - | | - | oning to enab | le student teachers | |
| chosen to support | | - | - | | | | , similarities and | |
| student teachers in | | | | - | | | and dramatization. | |
| achieving the learning outcomes. | - | E-learning opportunities: Watching of short videos, animations and using digital devices for searching, assembling and presenting information. | | | | | | |
| Overarching | | | | | wledge and und | lerstanding o | f project work | |
| outcome, what | | | | | | | | |
| you want the | | (problem solving and discovery), demonstration and dramatization as instructional techniques. Student teachers would be expected to identify and explain the features, similarities and differences | | | | | | |
| students to | - | among these techniques. Student teachers would be expected to identify specific topics in their | | | | | | |
| achieve, serves as | | special areas and determine the instructional technique (either project work/problem solving/discovery, demonstration or dramatization). (NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p) | | | | | | |
| basis for the | | covery, demo | onstration or d | ramatization). | (NTS 1a, 2c, 3c, | , 30, 3e, 3t, 3 | g, 3m, 3p) | |
| learning outcomes An expanded | | | | | | | | |
| version of the | | | | | | | | |
| description. | | | | | | | | |
| • Write in full | | | | | | | | |
| aspects of the NTS | | | | | | | | |
| addressed | | | | | | | | |

| 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 | Demonstrate knowl understanding of pr (problem solving an demonstration, and dramatization as ins techniques in the cl Demonstrate knowl understanding by ex features, similarities differences of proje (problem solving an demonstration, and dramatization as ins techniques in the cl Identify specific top specialisations and a instructional technic work - problem solv discovery, or demon dramatization) deer appropriate to teach identified topics. | roject work d discovery), structional assroom. edge and kplaining the s and ct work d discovery), structional assroom. ics in subject determine the que (project ring and nstration or ned | Explain project work (problem solving and discovery), demonstration, and dramatization instructional techniques. Explain the features, similarities and differences of project work (problem solving and discovery), demonstration, and dramatization instructional techniques. Identify specific topics in subject specialisations and determine specific instructional technique(s) suitable to teach the identified topics. | 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 that would support learners |
| Topic Title: collaborative and | Sub-topic | Stage/time | Teaching and learning activitie depending on the delivery mo | de selected. Teacher-led |
| Experiential Learning Approaches II | - | | collaborative group work or in Teacher Activity | dependent. Student Activity |
| | The concept collaborative and cooperative learning; nature walk, learning centres, project work (problem solving and | 30 minutes | Face-to-face: Use shower thought to assist student teachers to review their previous knowledge and experiences on the strategies used by teachers in teaching | Face-to-face: Discuss the teaching techniques used by teachers during school visits, and those used by their tutors/lecturers. |

| | 1 | | 1 | 1 | | | | |
|-------------------------|--|---|---|---|--|--|--|--|
| | discovery); | | various topics while on | | | | | |
| | demonstration, | | school visits, and those | | | | | |
| | dramatization | 2:30 | used by their | | | | | |
| | | minutes | tutors/lecturers. PD | Practical Work and | | | | |
| | | | Theme 3; p. 59. | Independent Study: | | | | |
| | | | | • In different small groups, | | | | |
| | | | Practical Work and Seminar: | student teachers discuss | | | | |
| | | | Use group presentation | and submit group project | | | | |
| | | | to enable student | report on features, | | | | |
| | | | teachers discuss the | similarities and differences | | | | |
| | | | differences and | of the teaching technique | | | | |
| | | | similarities among | assigned to each group. | | | | |
| | | | project work (problem | | | | | |
| | | | solving and discovery), | Seminar: | | | | |
| | | | demonstration, and | Student teachers, in their | | | | |
| | | | dramatization, and | groups, present their | | | | |
| | | | identify specific | | | | | |
| | | | | report from the practical | | | | |
| | | | techniques to teach specific topics in their | and independent study | | | | |
| | | | | (using power point) for | | | | |
| | | | subject | brief whole class discussion | | | | |
| | | | specializations.PD | and comments. | | | | |
| 1 | | | Theme 4; pp. 99-115 | | | | | |
| Lesson assessments – | In-lesson Assessme | | | | | | | |
| evaluation of learning: | | | t teachers discuss the differences | | | | | |
| of, for and as learning | | | ry), demonstration, and dramatiz | zation, and identify specific | | | | |
| within the lesson | | | in their subject specializations. | | | | | |
| | | Presentations on 7 th and 8 th week should be scored 20% | | | | | | |
| | NTS 1b improve personal and professional development | | | | | | | |
| | | NTS 1e engage positively with colleague learners | | | | | | |
| | | NTS 3e,g have good knowledge of use of instructional strategies | | | | | | |
| | NTS 3h set meaningful tasks for learner collaboration | | | | | | | |
| Instructional Resources | | | ool kit. Walton Hall: United Kingo | | | | | |
| | - | Transforming Teacher Education and Learning (2016). Talk for learning: Professional development | | | | | | |
| | | | Education (www.t-tel.org). | | | | | |
| | | | nd Learning (2016). Group work: | Professional development guide | | | | |
| | | for tutors. Accra. Ministry of Education (www.t-tel.org). | | | | | | |
| | Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide</i> | | | | | | | |
| | for tutors. Accra. Ministry of Education (<u>www.t-tel.org</u>). | | | | | | | |
| | YouTube | | | | | | | |
| Required Text (core) | Gestwicki, C. (2007). Developmentally appropriate practice. Curriculum development in early | | | | | | | |
| | Education. | | | | | | | |
| | Canada: Thompson | | | | | | | |
| | | ano, D. (Ed.) (20 | 009). Collaborative learning. Met | hodology, types and interactions | | | | |
| | and | | Selected Decklish and I | | | | | |
| | | | Science Publishers Inc. | | | | | |
| | | | Atta, E. I. (2005). Principles and | practice of teaching. Accra: Ghana | | | | |
| | Universities Pr | | The second se | | | | | |
| | Professional Develo | • | | | | | | |
| | Professional Develo | | | | | | | |
| Additional Reading List | | Addai-Mununk | um, R. (2017). Rudiments of curr | <i>iculum construction</i> . Acrra: Ducer | | | | |
| | Press. | | | | | | | |
| | | and Movahed | lian, M. (2016). Classroom mana | gement strategies and multi- | | | | |
| | grade | | | | | | | |
| | | ne emphasis on | the role of technology. Interdisc | ripiinary Journal of Virtual | | | | |
| | Learning, 7 | | | | | | | |
| | (2), 167-179. | | | | | | | |
| | | | practice of education. London: Lo | - | | | | |
| | | | effective teaching. London: Brown | | | | | |
| | | n.d.). <i>Teaching</i> | and learning methods in inclusive | e classrooms in the foundation | | | | |
| | phase. | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

| | Unpublished M.Ed. Thesis, University of South Africa, South Africa. |
|-----------|--|
| | UNESCO (2015). Practical tips for teaching multi-grade classes. Paris: UNESCO |
| | Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. & Asemanyi, E. T. (2016). Teacher education: From |
| | principles to practice. Kumasi:Benjoy Enterprise. |
| CPD needs | Development and use of indigenous and digital games and puzzles. |

| Year of B.Ed. 2 | Semest | er 1 | Place o | f lesson in seme | ster | 12345 | 6 7 8 9 10 11 | 12 |
|--|---|--|--|--|--|--|--|-----------------------------|
| Title of Lesson | Managing | Managing Inclusive and Multi-grade Classrooms I Lesson 3 Hours Duration | | | | | | 3 Hours |
| Lesson description | multi-grad introduce developm and appre | This lesson seeks to expose student teachers to the concept and characteristics/features of inclusive multi-grade, and developmentally appropriate early grade classroom. The lesson would therefore introduce student teachers to meaning, nature and features of inclusive, multi-grade, and developmentally appropriate early grade classrooms. This will enable student teachers understand appreciate the nature of the early grade settings or classrooms they find themselves in during Supported Teaching in Schools (STS). | | | | | vould therefore ulti-grade, and ners understand | |
| Previous student teacher knowledge, prior learning (assumed) Possible barriers to | fair know Beginning and devel | ledge and ui Teaching I opmentally | nderstanding and II. As such appropriate e | vere exposed to of inclusive class in they would hav early grade classr ents with Special | rooms e obse ooms. | . Again, stuc rved the na | lent teachers we ture of inclusive | ere exposed to |
| learning in the lesson Lesson Delivery – chosen to support students in achieving the outcomes | Face- to-face [√] | Practical Activity [√] | Work- Based Leaning | Seminars [√] | Indep Study [√] | pendent / | e-learning opportunitie s [√] | Practicum |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | Practical A Independ to use con difference E-learning | 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. | | | | | | larities and dramatization. |
| 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 | understar multi-grad expected | By the end of the lesson, student teachers would be expected to demonstrate knowledge, understanding of the meaning, differences, similarities and the characteristics/features of inclusive, multi-grade, and developmentally appropriate early grade classroom. Student teachers will also be expected to identify challenges for teaching in inclusive, multi-grade, and developmentally appropriate early grade classroom (NTS 3e, 3f, 3g, 3h). | | | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators | Learning | Outcomes | | Learning In | dicato | rs | issues – core transferable inclusivity, ec addressing di | skills, quity and |
| for each learning outcome | understar and featu grade, and | rate knowled nding of the res of inclus d developme te classroor | meaning ive, multi- entally | Explain and features of grade, and appropriate Explore cha barriers for facilitating l inclusive, m developmen contexts | inclusi develo classr llenges teachi learnin nulti-gra | ve, multi- pmentally ooms. s and ng and g in ade and | Integration utilising sectors from You online response to the community of the | |

| Topic Title: Managing Inclusive and Multi- grade Classrooms I | Sub-topic | Stage/time | Teaching and learning activities to on the delivery mode selected. Tea work or independent. Teacher Activity | |
|---|-----------------------------|---|--|--|
| | | 20 minutes | | Face to face. |
| | | 30 minutes 70 minutes | Face-to-face: Use questioning and shower thought to assist student teachers to share their views and understand the meaning and the features of inclusive, multi-grade, and developmentally appropriate classrooms. This should be done based on their experiences during school visits. PD Theme 2; pp. 10-39;PD Theme 3; p. 59. Practical Work and Independent Study: Initiate and facilitate the use ofpyramid discussion and concept cartooning to enable student teachers to work in groups to discuss the differences and similarities among inclusion scenarios, multi-grade and multi-age, and developmentally appropriate classrooms. PD Theme 3; pp. 65-72; PD Theme 4; pp. 69-92 | Face-to-face: Student teachers share their views on the meaning and features of inclusive, multi-grade, and developmentally appropriate classrooms. Practical Work and Independent Study: In a pyramid discussion, student teachers use concept cartooning to discuss the differences and similarities among inclusion scenarios, multi-grade and multiage, and developmentally appropriate classrooms and present to class. |
| | | 80 minutos | PD Theme 4; pp. 69-98. | Practical Work and Sominary |
| | | 80 minutes | • Practical Work and Seminar: Assist student teachers to form groups and discuss how to create an inclusive and developmentally appropriate learning environment, and challenges and barriers in teaching in such context PD Theme 4; pp. 99-115 | Practical Work and Seminar: Student teachers, in their groups, present their report from the discussion on the themes using poster presentation for whole class discussion and comments. |
| Lesson assessments – | In-lesson As | sessment: Using grou | p presentations, student teachers dis | scuss how to create, inclusive |
| evaluation of learning: of, for and as learning within the lesson | and develop incorporatin | mentally appropriate g their experiences d | classroomsand challenges for teaching | |

| | NTS 3e,g have good knowledge of use of instructional strategies |
|-------------------------|--|
| | NTS 3h set meaningful tasks for learner collaboration |
| | NTS 2e Understands how children develop and learn in diverse contexts and applies this |
| | in his or her teaching. |
| | NTS 2 f Takes accounts of and respects learners' cultural, linguistic, socio-economic and |
| | educational backgrounds in planning and teaching. |
| Instructional Resources | TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom |
| | 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). Questioning: Professional development guide |
| | for tutors. Accra. Ministry of Education (www.t-tel.org). |
| | YouTube |
| Required Text (core) | Abroampa, W. K. & Addai-Mununkum, R. (2017). Rudiments of curriculum construction. Acrra: Ducer |
| | Press. |
| | Luzzatta, E. & Giordano, D. (Ed.) (2009). Collaborative learning. Methodology, types and interactions |
| | and |
| | techniques. New York: Nova Science Publishers Inc. |
| | Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and practice of teaching</i> . Accra: Ghana |
| | Universities Press. |
| Additional Reading List | Enanati, T. Jameni, F. and Movahedian, M. (2016). Classroom management strategies and multi- |
| | grade |
| | schools with the emphasis on the role of technology. Interdisciplinary Journal of Virtual |
| | Learning, 7 |
| | (2), 167-179. |
| | Farrant, J. S. (1982). Principles and practice of education. London: Longman |
| | Ornstein, A. (1995). Strategies for effective teaching. London: Brown and Benchmark Publishers |
| | Motitswe, J. M. C. (n.d.). Teaching and learning methods in inclusive classrooms in the foundation |
| | phase. |
| | Unpublished M.Ed. Thesis, University of South Africa, South Africa. |
| | Mulkeen, A. G., & Higgin, C. (2009). Multi-grade teaching in Sub-Saharan Africa. Lessons from |
| | Uganda. |
| | Senegal and Gambia. Washington: World Bank. |
| | UNESCO (2015). Practical tips for teaching multi-grade classes. Paris: UNESCO |
| | Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. & Asemanyi, E. T. (2016). <i>Teacher education: From</i> |
| | principles to practice. Kumasi: Benjoy Enterprise. |
| CPD needs | Strategies for teaching and managing multigrade classes |
| | |

| Year of B.Ed. | 2 | Semester | 1 | Place of les | son in semes | ter | 12345 | 6789 | 10 11 1 | 12 |
|---|--|--|--|---------------------------|--|-------------------------------|--------------------|---|---|--|
| Title of Lesson | | Managing Ir | Ianaging Inclusive and Multi-grade Classrooms II Lesson 3 Hours Duration | | | | | | | |
| Lesson description | | multi-grade, expose stud grade and d understand inclusive, m Supported T | his lesson is meant to introduce student teachers to the challenges faced in teaching in inclusive, ulti-grade, and developmentally appropriate early grade classrooms. Again, the lesson seeks to spose student teachers to the various approaches and strategies for managing inclusive, multi- rade and developmentally appropriate early grade classrooms. Student teachers would therefore inderstand and appreciate the challenges and apply the appropriate approaches and strategies in clusive, multi-grade and developmentally appropriate early grade settings or classrooms during upported Teaching in Schools (STS). | | | | | | | on seeks to usive, multi- ld therefore strategies in boms during |
| knowledge, prior (assumed) Possible barriers t | learning | grade, and c to Inclusive understandi Teaching I a understandi developmer | sudent teachers have been exposed to the meaning, nature and features of inclusive, multi- rade, and developmentally appropriate early grade classrooms. They have also been introduced on Inclusive School-Based Inquiry in the first year, and as such have a fair knowledge and inderstanding of inclusive classrooms. Again, student teachers have gone through Beginning eaching I and II (STS I & II) and their experiences form a good foundation in learning, inderstanding and appreciating the challenges in teaching in inclusive, multi-grade, and evelopmentally appropriate early grade classrooms, as well as the various approaches and rategies for managing these early grade classrooms. | | | | | | | |
| learning in the les | | | | | iate early grad | | - | u managii | ng inclusive | e, muiti- |
| Lesson Delivery – to support studen achieving the outo | chosen ts in | Face-to- face [√] | Practical Activity [√] | Work- Based Leaning | Seminars [√] | | ependent dy | e-learni opportu [√] | - | Practicum [√] |
| Lesson Delivery – mode of delivery o to support studen teachers in achiev learning outcome | chosen t ing the | Independent teachers to similarities a and dramati E-learning o searching, a | 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. | | | | | | res, onstration es for | |
| Overarching outcome, what want the studt achieve, served basis for the I outcomes. An expanded ver the description Write in full a of the NTS ad | lents to es as earning rsion of on. spects dressed | Student teachers would be able to demonstrate knowledge, understanding, and appreciate the challenges faced in teaching in inclusive, multi-grade, and developmentally appropriate early grade classrooms. Student teachers would therefore be expected to identify and discuss the various challenges to be faced while teaching in these settings. It is also expected that student teachers would be able to identify and apply appropriate approaches and strategies for managing inclusive, multi-grade, and developmentally appropriate early grade classrooms (NTS 3e, 3f, 3g, 3h). | | | | | | e early ss the student r managing e, 3f, 3g, | | |
| Learning Outo for the lesson and develope the course specification Learning indic | , picked d from | Learning Ou | itcomes | L | earning Indica | ators | is s a tl | ssues – co kills, inclu ddressing | hich cross o pre and trai usivity, equ g diversity. Iddressed c I? | nsferable ity and How will |
| for each learn outcome | | and underst appropriate and strategi | | e a ing m id g d | lentify and dis ppropriate ap nd strategies nanaging inclu rade, and evelopmental ppropriate cla | proad for Isive, Ily | ches multi- • | short and of Collab comm group Gende | videos fron ther online poration an unication t presentati er, equity th | resources. d hrough |

| | the approach strategies for | r managing Ilti-grade, and tally | Apply the appropriate approaches and strategies in managing inclusive, multi-grade, and developmentally appropriate early grade classrooms in a role play. | through acknowledgment of individual differences in the classroom. |
|--|--|--|---|--|
| Topic Title: Managing Inclusive and Multi-grade Classrooms II | Sub-topic | Stage/time | Teaching and learning activities to on the delivery mode selected. Tea work or independent. | |
| | | | Teacher Activity | Student Activity |
| | Addressing the challenges in teaching inclusive, multi- grade, and developme ntally appropriat e early grade classrooms and how to manage them. | 60 minutes 60 minutes | Face-to-face: Use questioning and shower thought to review student teachers' previous knowledge on the general challenges teachers face in teaching in the classroom. Use pyramid discussion and participatory feedback to assist student teachers to identify and discuss the challenges faced in teaching in inclusive, multi-grade, and developmentally appropriate early grade classrooms. PD Theme 2; pp. 5-14 PD Theme 3; pp. 75-82 PD Theme 4; pp. 109-114 | Face-to-face: Student teachers share their views on the teaching techniques used by teachers during school visits, and those used by their tutors/lecturers. Through pyramid discussion, student teachers discuss the challenges faced in teaching in inclusive, multi-grade, and developmentally appropriate early grade classrooms and give feedback for comments in a whole class discussion. |
| | | 60 minutes | Practical Work and Independent Study: Initiate and facilitate the use ofjigsaw with cross grouping, and concept cartooning to enable student teachers to work in groups to identify and discuss the appropriate approaches and strategies for managing inclusive, multi- grade, and developmentally appropriate early grade classrooms. PD Theme 3; pp. 65-72. PD Theme 4; pp. 69-98. FTTT Teacher Reference Handbook; pp. 15-20 Practicum: Organize and facilitate the | Practical Work and Independent Study: In different small groups, student teachers discuss and submit group report on the appropriate approaches and strategies for managing inclusive, multi-grade, and developmentally appropriate early grade classrooms. |
| | | | use of role play to enable student teachers apply the appropriate approaches and | Through role play, student teachers apply the appropriate |

| strategies for managing inclusive, mult-grade, and developmentally appropriate early grade classrooms after which discussions are held. approaches and developmentally appropriate approaches to plan a scheme of work for 10 weeks and learning plan for 15minutes for a selected topic to be presented to plan a scheme of work for 10 weeks and learning plan for 15minutes for a selected topic to be presented to plan a scheme of work for 10 weeks and learning plan for 15minutes for a selected topic to be presented to plan a scheme of work for 10 weeks and learning plan for 15minutes for a selected topic to be presented using group presentations, student teachers discoss the challenges faced in teaching in inclusive, more than the scheme of work for 10 weeks and learning plan for and as learning within the lesson In-lesson Assessments evaluation of learning of for and as learning within the lesson In-lesson Assessment Peer assessments and Critique Using group presentations, student teachers discoss the challenges faced in teaching in inclusive, more than the scheme of work for 10 weeks and learning plan for 3 and stearning within the lesson In-lesson Assessments evaluation of learning citic group presentations, student teachers discoss the challenges faced in teaching in inclusive, more tracking, NTS 2 is engage positively with colleague learnors NTS 3 as the seeningful tasks for learners collawate, multi-grade, and developmental within to and respects learners' cultural, linguistic, socio-economic andeducational backgrounds in planning and teaching. Instructional Resources TESA (2016). Inclusive education total kit. Walton Halt: United Kingdom Transforming Teacher Education and Learning (2016). Creative opproaches Professional development guide for totors. Accca. Ministry of Education (www.t+tel.org). Instructio | | 1 | | | | | |
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| techniques. New York: Nova Science Publishers Inc.Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). Principles and practice of teaching. Accra:GhanaUniversities Press.Additional Reading ListAbroampa, W. K. & Addai-Mununkum, R. (2017). Rudiments of curriculum construction. Acrra:DucerPress.Enanati, T. Jameni, F. and Movahedian, M. (2016). Classroom management strategies and multi- gradeschools with the emphasis on the role of technology. Interdisciplinary Journal of Virtual Learning, 7(2), 167-179.Farrant, J. S. (1982). Principles and practice of education. London: Longman. Ornstein, A. (1995). Strategies for effective teaching. London: Brown and Benchmark Publishers Motitswe, J. M. C. (n.d.). Teaching and learning methods in inclusive classrooms in the foundation phase. Unpublished M.Ed. Thesis, University of South Africa, South Africa. | | Luzzatta, E. & Giordano, D. (Ed.) |) (2009). Collaborative learning. Me | thodology, types and | | | |
| Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). Principles and practice of teaching. Accra: Ghana Universities Press.Additional Reading ListAbroampa, W. K. & Addai-Mununkum, R. (2017). Rudiments of curriculum construction. Acrra: Ducer Press.Enanati, T. Jameni, F. and Movahedian, M. (2016). Classroom management strategies and multi- gradeschools with the emphasis on the role of technology. Interdisciplinary Journal of Virtual Learning, 7(2), 167-179. Farrant, J. S. (1982). Principles and practice of education. London: Longman. Ornstein, A. (1995). Strategies for effective teaching. London: Brown and Benchmark Publishers Motitswe, J. M. C. (n.d.). Teaching and learning methods in inclusive classrooms in the foundation phase. Unpublished M.Ed. Thesis, University of South Africa, South Africa. | | interactions and | | | | | |
| Ghana Universities Press. Additional Reading List Abroampa, W. K. & Addai-Mununkum, R. (2017). Rudiments of curriculum construction. Acrra: Ducer Press. Enanati, T. Jameni, F. and Movahedian, M. (2016). Classroom management strategies and multi-gradeschools with the emphasis on the role of technology. Interdisciplinary Journal of Virtual Learning, 7(2), 167-179. Farrant, J. S. (1982). Principles and practice of education. London: Longman. Ornstein, A. (1995). Strategies for effective teaching. London: Brown and Benchmark Publishers Motitswe, J. M. C. (n.d.). Teaching and learning methods in inclusive classrooms in the foundation phase. Unpublished M.Ed. Thesis, University of South Africa, South Africa. | | <i>techniques</i> . New York: No | va Science Publishers Inc. | | | | |
| Universities Press.Additional Reading ListAbroampa, W. K. & Addai-Mununkum, R. (2017). Rudiments of curriculum construction. Acrra: Ducer Press. Enanati, T. Jameni, F. and Movahedian, M. (2016). Classroom management strategies and multi- gradeschools with the emphasis on the role of technology. Interdisciplinary Journal of Virtual Learning, 7(2), 167-179. Farrant, J. S. (1982). Principles and practice of education. London: Longman. Ornstein, A. (1995). Strategies for effective teaching. London: Brown and Benchmark Publishers Motitswe, J. M. C. (n.d.). Teaching and learning methods in inclusive classrooms in the foundation phase. Unpublished M.Ed. Thesis, University of South Africa, South Africa. | | Tamakloe, E. K., Amedahe, F. K. | , & Atta, E. T. (2005). Principles and | practice of teaching. Accra: | | | |
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| Ducer Press. Enanati, T. Jameni, F. and Movahedian, M. (2016). Classroom management strategies and multi-gradeschools with the emphasis on the role of technology. <i>Interdisciplinary Journal of Virtual Learning</i>, 7(2), 167-179. Farrant, J. S. (1982). <i>Principles and practice of education</i>. London: Longman. Ornstein, A. (1995). <i>Strategies for effective teaching</i>. London: Brown and Benchmark Publishers Motitswe, J. M. C. (n.d.). <i>Teaching and learning methods in inclusive classrooms in the foundation phase</i>. Unpublished M.Ed. Thesis, University of South Africa, South Africa. | Additional Reading List | Abroampa, W. K. & Addai-Muni | unkum, R. (2017). Rudiments of curi | riculum construction. Acrra: | | | |
| Press. Enanati, T. Jameni, F. and Movahedian, M. (2016). Classroom management strategies and multi- gradeschools with the emphasis on the role of technology. <i>Interdisciplinary Journal of Virtual</i> <i>Learning</i> , 7(2), 167-179. Farrant, J. S. (1982). <i>Principles and practice of education</i> . London: Longman. Ornstein, A. (1995). <i>Strategies for effective teaching</i> . London: Brown and Benchmark Publishers Motitswe, J. M. C. (n.d.). <i>Teaching and learning methods in inclusive classrooms in the foundation</i> <i>phase</i> . Unpublished M.Ed. Thesis, University of South Africa, South Africa. | | Ducer | | | | | |
| Enanati, T. Jameni, F. and Movahedian, M. (2016). Classroom management strategies and multi- gradeschools with the emphasis on the role of technology. <i>Interdisciplinary Journal of Virtual Learning</i>, 7(2), 167-179. Farrant, J. S. (1982). <i>Principles and practice of education</i>. London: Longman. Ornstein, A. (1995). <i>Strategies for effective teaching</i>. London: Brown and Benchmark Publishers Motitswe, J. M. C. (n.d.). <i>Teaching and learning methods in inclusive classrooms in the foundation phase</i>. Unpublished M.Ed. Thesis, University of South Africa, South Africa. | | | | | | | |
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| Learning, 7(2), 167-179. Farrant, J. S. (1982). Principles and practice of education. London: Longman. Ornstein, A. (1995). Strategies for effective teaching. London: Brown and Benchmark Publishers Motitswe, J. M. C. (n.d.). Teaching and learning methods in inclusive classrooms in the foundation phase. Unpublished M.Ed. Thesis, University of South Africa, South Africa. | | | | | | | |
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| Ornstein, A. (1995). <i>Strategies for effective teaching</i> . London: Brown and Benchmark Publishers Motitswe, J. M. C. (n.d.). <i>Teaching and learning methods in inclusive classrooms in the foundation phase</i> . Unpublished M.Ed. Thesis, University of South Africa, South Africa. | | | ind practice of education London L | ongman | | | |
| Motitswe, J. M. C. (n.d.). <i>Teaching and learning methods in inclusive classrooms in the foundation phase.</i> Unpublished M.Ed. Thesis, University of South Africa, South Africa. | | | | - | | | |
| phase. Unpublished M.Ed. Thesis, University of South Africa, South Africa. | | | | | | | |
| Unpublished M.Ed. Thesis, University of South Africa, South Africa. | | | ng ana learning methoas in inclusiv | e classrooms in the journaution | | | |
| | | phase. | | | | | |
| UNESCO (2015) Practical tins for teaching multi-grade classes Paris UNESCO | | | the second se | fut | | | |
| | | | | | | | |

| | Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. & Asemanyi, E. T. (2016). <i>Teacher education: From principles to practice</i> . Kumasi:Benjoy Enterprise. |
|-----------|--|
| CPD needs | Workshop on strategies for teaching multi-grade/multi-age and inclusion classrooms |

| Yea | ar of B.Ed. | 2 | Semester | 1 | Place o | of lesso | on in semest | er 12345 | 6789 | 10 11 12 | |
|-------------------------|--|--|--|--|---|---|---|---|---|---|---|
| Titl | e of Lesson | | Planning and | Preparatio | n for Early | / Grade | e Learners I | | | Lesson Duration | 3 Hours |
| Lesson description | | | teachers app grade learner learning for c and understa tertiary early | reciate co- rs. The less liverse earl nding, stuc grade curr | planning, on seeks y grade le dent teacl riculum, a | co-tea to expe earners hers w apply tl | aching and p ose student in inclusive ill be able t he principles | e entire course peer assessmen teachers to the and multi-grac o select topics s and strategies g in Schools (STS | t in learn e factors t le settings from lear s for plan | ing outcom to consider 5. With this ming areas | nes of early in planning knowledge in the pre- |
| tea prio (ass | vious student cher knowledg or learning sumed) ssible barriers | | identifying ch visits, studen They have als | ildren with t teachers v o prepared | SEN and vere expo co-plann | plannir osed to ed a sc | ng for their r how teache theme of wo | Inning to teach emediation. Thi rs plan and prei rk and a learnin pom is a difficul | rough obs oare for cl g plan. | ervation du assroom in | ring school struction. |
| | rning in the les | | managed and | | - | | - | | | 1 45 54611, 51 | |
| Les: cho stu | son Delivery – osen to suppor dents in achieve outcomes | t | Face-to- face [√] | Practical Activity [V] | Work- Based Leaning | | Seminars | Independent Study [1/] | e-learni opportu [√] | | Practicum [] |
| mo cho stu ach | son Delivery – de of delivery osen to suppor dent teachers ieving the lead comes. Overarching outcome, wh want the stud to achieve, se as basis for the learning outco An expanded version of the description. Write in full aspects of the addressed | t in rning at you dents erves ne omes. e | co-planning, o inclusive, mu Practical wor activities to a learning for d demonstrate inclusive and E-learning op searching, ass Student teach planning, co- demonstrate prepare for le grade classro | co-teaching lti-grade, ar k, Indepen ssist studer iverse early skills in usin multi-grade portunities sembling ar hers would blanning, cc knowledge earning acti- oms. Again, d in plannin | ;, and pee nd develo dent stud nt teacher y grade lea ngco-plan e classroo a: Watchir nd presen be able to p-teaching and unde vities in ir , student | r teach pment y and s s to dis arners ning, c ms. ng of sh ting inf o demo g and p erstanc nclusive teache | ning, and the ally appropri seminars: M scuss the fact in inclusive a o-teaching, a nort videos, a formation. Instrate know eer assessm ling of the m e, multi-grad rs would be | amid discussion need to plan an iate early grade ixed gender and tors to consider and multi-grade and peer teachi animations and wledge and und ent. They would ed for early grade e, and develops expected to ide grade learners in | nd prepar classroon d mixed at r when pla classroor ng early g using digi erstandin d also be e ade teach mentally and n inclusive | e for learnin ns. tainment g anning and ns.Role play rade learne tal devices g of the cor expected to ers to plan explain the and multi- | ng in roup preparing y to ers in for ncepts, and early factors to grade |
| • | Learning Out for the lessor picked and developed fr the course specification | ۱, | Learning Out | | | | earning Indi | | issues – skills, in address | clusivity, e ing diversit e addressed | ransferable quity and ty. How will |
| • | Learning indi for each learn outcome | | Demonstrate understandin planning, co- teaching and and the need plan and prep activities in ir grade, and de | g of the cor planning, co peer assess for teacher pare for lear nclusive, mu | ncept of 5- 5ment, rs to rning Ilti- | p p a o n | Explain plann planning, co- peer assessm ichieving lea putcomes as pecessary for eacher. | teaching and ent in rning an activity | util You rese • Col con | - | videos from other online and n through |

| | understandir consider whe preparing lea early grade le multi-grade, development early grade c Demonstrate planning, co- teaching and in inclusive, r | e knowledge and bg of the factors to en planning and urning for diverse earners in inclusive, and tally appropriate lassrooms. e the skills in planning, co- peer assessment nulti-grade, and tally appropriate | Identify and discuss the factors to be considered in planning and preparing learning for diverse early grade learners in inclusive, multi-grade, and developmentally appropriate early grade classrooms. Role play co-planning, coteaching, and peer assessment in inclusive, multi-grade and developmentally appropriate early grade classrooms. | 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: Planning and Preparation for | | o. //: | Teaching and learning activities to on the delivery mode selected. T | |
| Early Grade Learners I | Sub-topic | Stage/time | work or independent. Teacher Activity | Student Activity |
| | | 30 minutes | Face-to-face: | Face-to-face: |
| | | 30 minutes | shower thought to review student teachers' understanding of planning, co-planning, co-teaching and peer assessment in achieving learning outcomes in inclusive, multi-grade, and developmentally appropriate early grade classrooms. Use pyramid discussion and participatory feedback to assist student teachers to discuss the need for teachers to plan and prepare for learning activities in inclusive, multi- grade, and developmentally appropriate early grade classrooms. | meaning of planning, co- planning, co-teaching and peer assessment. Use pyramid discussion and participatory feedback to discuss the need for teachers to plan and prepare for learning activities in inclusive, multi-grade, and developmentally appropriate early grade classrooms. |
| | | | Classrooms. PD Theme 2; pp. 5-14 PD Theme 3; pp. 75-82 PD Theme 4; pp. 109-114 Practical work and independent study Use questioning and shower thought to review student teachers' previous knowledge on the meaning of scheme of work and a learning plan, and discuss the need for their use early grade classrooms. Guide student teachers to | Practical work and independent study Student teachers, in mixed gender and mixed ability pairs, provide responses and review their scheme of work and learning plans. |

| | I | 20 | and the second second second | [] | | |
|---|---|--------------------------|---|--|--|--|
| | | 30 minutes 90 minutes | review the scheme and learning plans developed (assignment) PD Theme 2; pp. 5-14 PD Theme 3; pp. 75-82 Practical Work and Independent Study: Initiate and facilitate the use ofmixed gender and mixed attainment group work to enable student teachers to discuss the factors to consider when planning learning for diverse early grade learners in inclusive, and multi-grade classrooms. PD Theme 4; pp. 19-44. Practical Work and Independent Study: Guide student teachers to co- teach in 15 minutes slots using their learning plans. Direct selected students to use their phones or cameras to capture lessons for reflections. (students should be strongly cautioned not to put such videos on social media or share with other people since it has legal implication) | Practical Work and Independent Study: Use mixed-gender and mixed- attainment group activities, to discuss the factors that teachers must consider when planning learning for diverse early grade learners in inclusive, multi-grade, and developmentally appropriate early grade classrooms. Practical Work and Independent Study: Co-teach lessons in 15minutes for peers to critique. Some selected students capture lessons for later reflections using their phones or cameras. | | |
| | | | critique lessons in 5minutes. | | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson | In-lesson Assessment: Co-planning, co-teaching, peer teaching and peer assessment Student teachers work in pairs to plan and teach their peers in class on a few early grade learners in a nearby school. Practice school may be used(30%) Scheme of work and Learning Plan (15%) and co-teaching (15%) This will continue into the 12week (other days and periods may be arranged for this exercise) 1a Critically and collectively reflects to improve teaching and learning. 1b Improves personal and professional development 1e Engages positively with colleagues, learners 3a Plans and delivers varied and challenging lessons, showing a clear grasp of theintended outcomes of their teaching. | | | | | |
| Instructional Resources | TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom 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). Questioning: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). Questioning: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org). YouTube | | | | | |

| Required Text (core) | Gestwicki, C. (2007). Developmentally appropriate practice. Curriculum development in early | | | | | |
|-------------------------|---|--|--|--|--|--|
| | Education. Canada: | | | | | |
| | Thompson Delmar Learning. | | | | | |
| | Luzzatta, E. & Giordano, D. (Ed.) (2009). Collaborative learning. Methodology, types and interactions | | | | | |
| | and techniques. New | | | | | |
| | York: Nova Science Publishers Inc. | | | | | |
| | Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). Principles and practice of teaching. Accra: | | | | | |
| | Ghana Universities Press. | | | | | |
| Additional Reading List | Abroampa, W. K. & Addai-Mununkum, R. (2017). Rudiments of curriculum construction. Acrra: Ducer | | | | | |
| | Press. | | | | | |
| | Enanati, T. Jameni, F. and Movahedian, M. (2016). Classroom management strategies and multi- | | | | | |
| | gradeschools with the emphasis on the role of technology. <i>Interdisciplinary Journal of Virtual Learning</i> , 7(2), 167-179. | | | | | |
| | Farrant, J. S. (1982). Principles and practice of education. London: Longman. | | | | | |
| | Ornstein, A. (1995). Strategies for effective teaching. London: Brown and Benchmark Publishers | | | | | |
| | Motitswe, J. M. C. (n.d.). <i>Teaching and learning methods in inclusive classrooms in the foundation phase</i> . Unpublished | | | | | |
| | M.Ed. Thesis, University of South Africa, South Africa. | | | | | |
| | UNESCO (2015). Practical tips for teaching multi-grade classes. Paris: UNESCO | | | | | |
| | | | | | | |
| | Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. & Asemanyi, E. T. (2016). <i>Teacher education: From</i> | | | | | |
| | principles to practice. | | | | | |
| | Kumasi: Benjoy Enterprise. | | | | | |
| CPD needs | Workshop on co-planning, co-teaching and peer assessment of students teaching. Using videos for | | | | | |
| | self-reflection. | | | | | |

| Year of B.Ed. 2 See | mester | 1 | Place of le | sson in semes | ter 12345 | 56789 | 10 11 12 | 2 |
|--|--|---|--|--|--|--|--|--|
| Title of Lesson | Planning a | and Prepara | tion for Ea | rly Grade Lear | ners II | | Lesson Duration | 3 Hours |
| Lesson description | This lesson seeks to introduce student teachers to the developing scheme of work, components of a learning plan; designing learning Plans (LPs). It also aims at exposing student teachers to selection of appropriate teaching learning materials (TLMs) and manipulative materials. With this knowledge and understanding, student teachers would be able to coplan and co-teach smaller groups of learners during supported teaching in inclusive, multi-grade early grade classrooms. | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | Student teachers have been exposed to the concepts, planning, co-planning, co-teaching and peer assessment. Student teachers have also been introduced to the need for teachers to plan and prepare for learning activities in inclusive, multi-grade, and developmentally appropriate early grade classrooms. More so, they have been introduced to factors to consider when planning and preparing learning for diverse early grade learners Again, student teachers have been observing teachers/mentors prepare scheme of work and learning plans during their visits to schools for supported teaching (STS) and have observed other colleagues co-teach the previous week. | | | | | | | |
| Possible barriers to learning | Inadequat | e knowledg | ge and skill | s in preparing | scheme of work | and indiv | idual learni | ng plans. |
| in the lesson Lesson Delivery – chosen to support students in achieving the outcomes | Face-to- face [√] | Practical Activity [√] | Work- Based Leaning | Seminars [] | Independent Study [V] | e-learni opportu [√] | - | Practicum [] |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of | learning p Practical v to assist st learning p and identi multi-grac E-learning searching, By the end learners w expected t Learning F and co-tea | lan, and dis work and In tudent teach lan, discuss fy appropria de, and dever sopportunit assembling d of the less vith diverse to develop s Plans (ILPs). | cuss the ne dependen hers to de the need ate TLMs a elopmenta ties: Watch g and prese on, studer needs and scheme of Furthermo groups of | eed for their un t study: Mixed velop good sch for selecting ag ind manipulati Ily appropriate hing of short vi enting informa at teachers wo backgrounds work, compon ore, it is expect children during | ts for the mean se, Individual Le I gender and mi neme of work an opropriate TLM ve materials for e early grade cla ideos, animatio tion. uld be able to d in diverse learn nents of a learni ted that studen g supported tea | earning Pla xed attain nd compor s and man s specific to ssrooms. ns and usi esign and ing contex ng plan, at t teachers | in (ILP) ment group nents of a g ipulative m opics in incl ng digital du facilitate le its. They wo nd design Ir would be a | o activities ood aterials, usive, evices for arning for ould also be ndividual ble co-plan |
| the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning (| Dutcomes | | Learning | Indicators | issues transf inclus addre | – core and erable skill ivity, equit ssing diver nese be add | s, y and sity. How |
| | understan developin componer plan to tea in inclusive developm | ate knowled Iding, and sl g scheme of hts of a learn ach and pee e, multi-gra entally appr e classroom | kills in f work, ning er assess de, and ropriate | and a lear pairs to e teach sma grade lear Co-plan, o Individuar | | , • Ir u fr o • C | ntegration c tilising shor om YouTuk ther online ollaboration | t videos be and resources. n and ion through |

| Topic Title: Planning and | Sub-topic | Stage/time | learners in early grade classroom and co-teach. Model or demonstrate skills in peer assessment during STS in early grade classrooms. | 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. |
|-----------------------------|--|--------------|---|---|
| Preparation for Early Grade | Sub-topic | Stage/time | depending on the delivery mo | |
| Learners II | | | collaborative group work or in | |
| | | | Teacher Activity | Student Activity |
| | Co- planning and co- teaching in early grade classrooms | 30 minutes | Face-to-face: Through questioning guide student teachers to review RPK and share their thoughts on relevance of scheme of work, learning plans and co-teaching observed the previous week. | Student teachers share their views on the meaning of scheme of work and a learning plan, and discuss lessons of their peers observed the previous week. |
| | | 2:30 minutes | Show selected videos of previous lessons and find out what should have been differently by presenters. PD Theme 2; pp. 5-14 PD Theme 3; pp. 75-82 Practical Work and Independent Study: Guide student teachers to work in pairs to | Examine videos and share thought on what could have been done to improve lessons Practical Work and Independent Study: |
| | | | present prepared schemes of work and learning plans to peers in 15 minutes slots. Guide student teachers through questioning to assess lessons of colleagues. | Present schemes and learning plans for assessment. Other colleagues critique lessons after presentation. |
| | | | Guide student teachers to use lessons co- planned to teach small groups of peers in short time slots (15mins) | |

| | whiles other peers | | | | | |
|---|---|--|--|--|--|--|
| | assess and give | | | | | |
| | feedback | | | | | |
| Lesson assessments – evaluation of learning: of, for | In-lesson Assessment: | | | | | |
| and as learning within the | Assessment of scheme of work, learning plans and co-teaching Demonstration teaching or small groups in pairs using planned lessons(30%) | | | | | |
| lesson | (other days and periods may be arranged for this exercise to enable all pairs present). | | | | | |
| 1035011 | Videos of Lessons captured should be given to pairs of students to present a page reflections | | | | | |
| | on lesson taught. | | | | | |
| | 1a Critically and collectively reflects to improve teaching and learning. | | | | | |
| | 1b Improves personal and professional development | | | | | |
| | 1e Engages positively with colleagues, learners | | | | | |
| | 3a Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching. | | | | | |
| Instructional Resources | TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom | | | | | |
| | Transforming Teacher Education and Learning (2016). Talk for learning: Professional | | | | | |
| | development guide for tutors. Accra. Ministry of Education (www.t-tel.org). | | | | | |
| | Transforming Teacher Education and Learning (2016). Group work: Professional development | | | | | |
| | guide for tutors. Accra. Ministry of Education (www.t-tel.org). | | | | | |
| | Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development</i> | | | | | |
| | guide for tutors. Accra. Ministry of Education (www.t-tel.org). | | | | | |
| Derwined Text (sere) | YouTube Gestwicki, C. (2007). Developmentally appropriate practice. Curriculum development in early | | | | | |
| Required Text (core) | Education. | | | | | |
| | Canada: Thompson Delmar Learning. | | | | | |
| | Luzzatta, E. & Giordano, D. (Ed.) (2009). Collaborative learning. Methodology, types and | | | | | |
| | interactions and | | | | | |
| | techniques. New York: Nova Science Publishers Inc. | | | | | |
| | Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). Principles and practice of teaching. | | | | | |
| | Accra: Ghana | | | | | |
| | Universities Press. | | | | | |
| Additional Reading List | Abroampa, W. K. & Addai-Mununkum, R. (2017). <i>Rudiments of curriculum construction</i> . Accra: Ducer Press. | | | | | |
| | Enanati, T. Jameni, F. and Movahedian, M. (2016). Classroom management strategies and multi-grade schools with the emphasis on the role of technology. <i>Interdisciplinary</i> | | | | | |
| | Journal of Virtual Learning, 7 (2), 167-179. | | | | | |
| | Farrant, J. S. (1982). <i>Principles and practice of education</i> . London: Longman | | | | | |
| | Ornstein, A. (1995). <i>Strategies for effective teaching</i> . London: Brown and Benchmark | | | | | |
| | Publishers | | | | | |
| | Motitswe, J. M. C. (n.d.). Teaching and learning methods in inclusive classrooms in the | | | | | |
| | foundation phase. | | | | | |
| | Unpublished M.Ed. Thesis, University of South Africa, South Africa. | | | | | |
| | UNESCO (2015). Practical tips for teaching multi-grade classes. Paris: UNESCO | | | | | |
| | Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. & Asemanyi, E. T. (2016). Teacher education: | | | | | |
| | From principles to practice. Kumasi:Benjoy Enterprise. | | | | | |
| CPD needs | Workshops on co-planning, co-teaching and peer assessment. Using videos for self reflection. | | | | | |
| Course Evaluation | ³ Component 1: Subject Portfolio Assessment (30% overall score) | | | | | |
| | Selected items of students work (3 of them -10% each) = 30% | | | | | |
| | Midterm assessment = 20% | | | | | |
| | Reflective Journal = 40% | | | | | |
| | Organisation of the subject portfolio = 10% (how it is presented /organised) | | | | | |
| | ⁴ Component 2: Subject Project: (30% overall semester score) | | | | | |
| | Introduction, a clear statement of aim and purpose of the project = 10% | | | | | |
| | interstation, a clear statement of ann and purpose of the project – 10/0 | | | | | |

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

| Compc | Methodology: what the student teacher has done and why to achieve the purpose of the project = 20% Substantive or main section = 40% Conclusion = 30% Onent 3: End of Semester Exams 40% |
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