

YEAR 2

SEMESTER 1

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

Course Details

Course name Differentiated Planning and Learning for Early Grade

Pre-requisite Student teachers have taken the courses 'foundation of education' and 'inclusive school-based inquiry' which enabled them undertake school visits which exposed them various features and interactions that occur in a school context.

Course Level	200	Course Code		Credit Value	3
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Goal for the Subject or Learning Area

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

Key contextual factors

Early grade teachers in Ghana use a range of instructional strategies 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 graders 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 co-teaching

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

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

Commitment and passion for teaching would be developed when student teachers co-plan and co-teach lessons.

Course Learning Outcomes		Learning Indicators	
CLO 1. Demonstrate an understanding of the concepts of differentiated learning, learning styles, syllabus and curriculum (NTS 2c, 3d, 3e, 3f, 3g)		<ul style="list-style-type: none"> 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 	
CLO 2. Demonstrate knowledge and understanding of patterns for organising and apply criteria for selecting basic components of the syllabus/curriculum (NTS 2c, 3a, 3c, 3d, 3e, 3f, 3g)		<ul style="list-style-type: none"> 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 compare with the EGE curriculum and syllabus 	
CLO 3. Demonstrate understanding and use of differentiated instructional approaches and strategies in diverse learning environments to facilitate learning (NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p).		<ul style="list-style-type: none"> Use creative and indigenous approaches in stimulating learning in inclusive and multi-grade classrooms. Use collaborative and experiential learning approaches in facilitating learning in inclusive/multi-grade early grade classrooms. 	
CLO 4. Demonstrate knowledge, understanding of the characteristics and the use of different strategies for managing inclusive and multi-grade learning environments (NTS 3e, 3f, 3g, 3h).		<ul style="list-style-type: none"> Explain and differentiate among inclusive, multi-grade/multi-age, and developmentally appropriate classrooms. Discuss the challenges of teaching inclusive and multi-grade classrooms Apply the approaches and strategies for managing inclusive and multi-grade early grade classrooms during supported teaching in schools. 	
CLO 5. Design and facilitate learning for learners with diverse needs and backgrounds in diverse learning contexts and design Individual Learning Plans (ILPs) for learners in early grade settings (NTS 3f, 3g).		<ul style="list-style-type: none"> 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			
Unit/Week	Topic	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	<ol style="list-style-type: none"> 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.

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	1. 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

		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.
Teaching and Learning Strategies			
<ul style="list-style-type: none"> • 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 tutors and lecturers with varying expertise • Talk for learning approaches- always, sometimes, never true, convince yourself, convince a friend; pyramid discussion etc 			
Course Assessment Components			
¹Component 1: Subject Portfolio Assessment (30% overall score)			
<ul style="list-style-type: none"> • Selected items of students work (3 of them -10% each) = 30% • Midterm assessment = 20% • Reflective Journal = 40% • Organisation of the subject portfolio = 10% (how it is presented /organised) 			
NOTE Summary of Assessment Method: Quiz/Quizzes on differentiated learning, learning styles, syllabus and curriculum; nature of the early grade curriculum; criteria for selecting components of the syllabus/curriculum; strategies for promoting developmentally appropriate inclusive and multigrade early grade setting Assesses Learning Outcomes: CLO 1, CLO 2 and 5 (Units 1, 2 and 5)			
²Component 2: Subject Project: (30% overall semester score)			
<ul style="list-style-type: none"> • Introduction, a clear statement of aim and purpose of the project = 10% • Methodology: what the student teacher has done and why to achieve the purpose of the project = 20% • Substantive or main section = 40% • Conclusion = 30% 			
NOTE Summary of Assessment Method: Group projects on a compilation of indigenous and foreign creative approaches (games, songs etc) and experiential strategies for facilitating learning of specific concepts in various thematic areas in the early grade 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 in groups and peer assessment of lessons; designing an Individual Learning Plan (ILP) a selected early grade pupils with peculiar needs. Assesses Learning Outcomes: CLO 5 (Unit 6)			
Required Reading and Reference List			
<p>Abroampa, W. K. & Addai-Mununkum, R. (2017). <i>Rudiments of curriculum construction</i>. Accra: Ducer Press.</p> <p>Adentwi, K. I. (2005). <i>Curriculum development. An introduction</i>. Kumasi: Wilas Press Ltd.</p> <p>Enanati, T. Jameni, F. and Movahedian, M. (2016). Classroom management strategies and multi-grade schools with the emphasison the role of technology. <i>Interdisciplinary Journal of Virtual Learning</i>, 7 (2), 167-179</p> <p>Farrant, J.S. (1982). <i>Principles and practice of education</i>. London: Longman</p> <p>Gestwicki, C. (2007). <i>Developmentally appropriate practice. Curriculum development in early Education. Canada: Thompson DelmarLearning</i>.</p> <p>Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and practice of teaching</i>. Accra: Ghana Universities Press.</p> <p>Mulkeen, A. G., & Higgin, C. (2009). <i>Multi-grade teaching in Sub-Saharan Africa. Lessons from Uganda, Senegal and Gambia</i>.</p>			

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

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

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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). *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 (www.t-tel.org).
5. Other Relevant Online Resources (www.Tess-india.net, www.oerafrica.org, www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy)
6. The iBox (CENDLOS) YouTube

Course related professional development for tutors/ lecturers

Creative and indigenous learning approaches

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	The concept learning, differentiated learning and the nature of the curriculum.				Lesson Duration	3 Hours	
Lesson description	This lesson introduces student teachers to the course manual, the expectations for the course and their specialisms. It also explores the concept learning, differentiated learning and learning styles. The meaning of the concept “curriculum”, is also explored and its relationship with other related concepts such as education, culture and the syllabus are discussed. Various interactive approaches such as discussions, demonstrations and presentations will be used in delivering the course.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have treated learning styles in psychological basis of learning and have seen the syllabus for various subjects at the early grade level. Again, student teachers have undertaken activities for Beginning Teaching I and II where they observed teachers teaching learners with diverse backgrounds and characteristics in the classroom. This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course.						
Possible barriers to learning in the lesson	Misconceptions about what the curriculum and the syllabus are.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity	Work-Based Learning	Seminars [v]	Independent Study [v]	e-learning opportunities [v]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons. E-learning opportunities – the use of on-line resources and digital devices. Seminars: to generate group and individual creativity, discussion and reflection: student and/or tutor led. Independent study: to enable student teachers to engage with relevant and appropriate issues related to the concepts under discussion.						
<ul style="list-style-type: none"> Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	Demonstrate an understanding of the concepts of learning, differentiated learning, learning styles, syllabus and curriculum and establish relationships among the concepts (NTS 2c, 3d, 3e, 3f, 3g)						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes Demonstrate an understanding of their specialisms, expectations and the model of progression for the B.Ed programme (NTS 2b) Demonstrate an understanding of the concepts of differentiated learning, learning styles, syllabus and	Learning Indicators <ul style="list-style-type: none"> Explain the model of progression of the B.Ed programme and the expectations Discuss misconceptions associated with their specialisms and how they can be addressed. Explain the concepts of learning, differentiated learning and learning styles. Establish the relationship among the curriculum, education and the syllabus. 			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed? <ul style="list-style-type: none"> Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Through presentation and developing of arguments. Equity and inclusivity: using various types of groups mixed gender/mixed ability etc and gender sensitive interactive strategies and illustrations. 		

	<p>curriculum and establish relationships (NTS 2c, 3d, 3e, 3f, 3g)</p> <p>Demonstrate understanding of the curriculum terminologies NTS 2c, 3d, 3e, 3f, 3g)</p>	<ul style="list-style-type: none"> Distinguish among the various curriculum terminologies. 									
<p>Topic Title: Introduction to course manual, specialism and expectations for student teachers</p>	Sub-topic	Stage/time	<p>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</p>								
			<table border="1"> <thead> <tr> <th>Teacher Activity</th> <th>Student Activity</th> </tr> </thead> <tbody> <tr> <td> <p>Face-to-face</p> <ul style="list-style-type: none"> 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 </td> <td> <p>Face-to-face</p> <ul style="list-style-type: none"> 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. </td> </tr> <tr> <td> <p>Definitional and conceptual issues</p> </td> <td> <p>30 minutes</p> </td> <td> <p>Face-to-face:</p> <ul style="list-style-type: none"> 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) <p>Independent learning</p> <ul style="list-style-type: none"> Uses VAK (learning style inventory) activity for student teachers to identify their own styles (PD theme 1) </td> <td> <p>Face-to-face:</p> <ul style="list-style-type: none"> 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. <p>Independent learning</p> <ul style="list-style-type: none"> Work individually by using VAK activity and inventory to identify their own learning outcome. </td> </tr> </tbody> </table>	Teacher Activity	Student Activity	<p>Face-to-face</p> <ul style="list-style-type: none"> 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 	<p>Face-to-face</p> <ul style="list-style-type: none"> 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. 	<p>Definitional and conceptual issues</p>	<p>30 minutes</p>	<p>Face-to-face:</p> <ul style="list-style-type: none"> 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) <p>Independent learning</p> <ul style="list-style-type: none"> Uses VAK (learning style inventory) activity for student teachers to identify their own styles (PD theme 1) 	<p>Face-to-face:</p> <ul style="list-style-type: none"> 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. <p>Independent learning</p> <ul style="list-style-type: none"> Work individually by using VAK activity and inventory to identify their own learning outcome.
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<p>The concept learning, differentiated learning and the nature of the curriculum.</p>	<p>30 minutes</p>	<p>Face-to-face:</p> <ul style="list-style-type: none"> 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) <p>Independent learning</p> <ul style="list-style-type: none"> Uses VAK (learning style inventory) activity for student teachers to identify their own styles (PD theme 1) 	<p>Face-to-face:</p> <ul style="list-style-type: none"> 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. <p>Independent learning</p> <ul style="list-style-type: none"> Work individually by using VAK activity and inventory to identify their own learning outcome. 								

		30 minutes	Independent learning <ul style="list-style-type: none"> Pairs student teachers for them to use their phones to look for meaning of learning, differentiated learning and their relationship with learning styles 	Independent learning <ul style="list-style-type: none"> Work in pairs and use their phones to search for meaning of concepts and their relationships.
			<ul style="list-style-type: none"> Through the use of pyramid discussions guides student teachers in sharing their findings (PD theme 3) 	<ul style="list-style-type: none"> Shares experiences with other groups
	The Concept curriculum and relationships to education, culture and syllabus	30 minutes	Independent learning <ul style="list-style-type: none"> Uses concept cartoons to initiate discussion on the concepts education, culture, curriculum and the syllabus and identify relationships (PD theme 2) 	Independent learning <ul style="list-style-type: none"> Work in small groups to discuss conceptual issues using speech bubbles as a guide and present your opinions to class
	Curriculum terminologies	50 minutes	Independent learning <ul style="list-style-type: none"> 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, hidden curriculum, integrated curriculum etc. (PD theme 4) 	Independent learning <ul style="list-style-type: none"> Work in small groups to discuss curriculum terminologies and present to whole class.
	Closure	10 minutes	<ul style="list-style-type: none"> Through questioning, review lesson and asks student teachers to download or get copies of early grade syllabus from schools in the community and examine them for the next lesson 	<ul style="list-style-type: none"> Answer questions and download copies of early grade curriculum and examine it for the next lesson.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-lesson Assessment: Student teachers assess each group’s presentation curriculum terminologies and comment. Student should distinguish among the curriculum, education and culture. 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	<ol style="list-style-type: none"> Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Creative approaches: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Other Relevant Online Resources (www.Tess-india.net, 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). <i>Curriculum development. An introduction</i> . 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). <i>Basic principles of curriculum and instruction</i> . London: The University of Chicago Press Ltd
CPD needs	PD theme 1, 3 and 4. Hidden curriculum and influence on affective elements

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	The nature of the early grade curriculum, its basic components and determinants of the curriculum				Lesson Duration	3 Hours						
Lesson description	The lesson seeks to explore the nature of the early grade curriculum. Student teachers would be exposed to its basic components and the factors that influence curriculum development in Ghana											
Previous student teacher knowledge, prior learning (assumed)	Have knowledge and understanding of conceptual issues in curriculum, its relationship with other concepts and curriculum terminologies. During Supported Teaching in School, student teachers observed teachers implement the early grade curriculum in the classrooms. Student teachers also have had the opportunity to look through the early grade curriculum.											
Possible barriers to learning in the lesson	Large class sizes, misconceptions about early grade education.											
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [✓]	Practical Activity	Work-Based Learning	Seminars [✓]	Independent Study [✓]	e-learning opportunities [✓]	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Discussion, lecturette, think, pair share should be used in facilitating lessons.</p> <p>E-learning opportunities: use mobile phones and digital devices in looking for information relevant to topics under discussion.</p> <p>Seminar: Student teachers work on topics either individually or in groups for presentations.</p> <p>Practical activity: tasks are assigned to individuals or groups to work on either inside or outside the classroom.</p>											
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	Demonstrate knowledge and understanding of the nature of the early grade curriculum, its basic components and the determinants of the curriculum (NTS 2c, 3d, 3e, 3f, 3g).											
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes		Learning Indicators				Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?					
	Demonstrate knowledge and understanding of the nature of the early grade curriculum, its basic components and the determinants of the curriculum.		<ul style="list-style-type: none"> Distinguish between the new and old early grade curriculum through poster presentations. Examine and explain the basic components of the early grade curriculum Discuss the factors that influenced the development of the early grade curriculum 				<ul style="list-style-type: none"> Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Through presentation and developing of arguments. Equity and inclusivity: use various groups considering mixed ability, gender and characteristics of students 					

Topic Title: The nature of the early grade curriculum, its basic components and determinants	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Introduction	20 minutes	Face-to-face <ul style="list-style-type: none"> Assists student teachers to reflect on the components of the early grade curriculum as observed during Supported Teaching in Schools. Explores RPK through questioning. Guides student teachers to individually present their findings on the nature of the early grade curriculum. (PD theme 2) 	Face-to-face <ul style="list-style-type: none"> Share views by reflecting on the components of curriculum for early grade as observed during Supported Teaching in Schools. Provide relevant responses for questions from tutor/lecturer. Individuals randomly present their opinion on the nature of the early grade syllabus.
			Face-to-face <ul style="list-style-type: none"> 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/integration) Assessment and Evaluation (types) 	Face-to-face <ul style="list-style-type: none"> Participate in discussions through questions and answers.
	Nature of the EGE curriculum; distinguishing features between the old and the new EGE curriculum	1 hour	Practical activity <ul style="list-style-type: none"> 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/exemplars and assessment) Move round various groups to provide support where necessary (PD theme 4) 	Practical activity <ul style="list-style-type: none"> Work in their groups using the syllabus for the old and new curriculum to identify distinguishing features using the indicators provided.
		40 minutes	Seminar <ul style="list-style-type: none"> Select small groups at random to present to whole class for discussion through power point/poster. Comments on areas omitted 	Seminar <ul style="list-style-type: none"> Randomly selected groups present to the whole class. Groups compare with what they have and make inputs.

			<i>[Distinguishing features of new curriculum include: standards based, integrated curriculum, thematic and 4 subject areas instead of 6 in the old one]</i>	
	Determinants of the early grade curriculum	50 minutes	Independent learning <ul style="list-style-type: none"> Identifies ten (10) determinants and form different task groups (A) to examine one determinant each and how it influences curriculum making. Guides students to do cross group presentations by regrouping (B) them. Each member in group B must share what they have. (PD theme 4) 	Independent learning <ul style="list-style-type: none"> Work on different determinants (tasks) in groups. Join group B for presentation of determinant worked on in group A. Expert members from group A explain determinant and answer relevant questions
	Closure	10 minutes	<ul style="list-style-type: none"> Review lesson through questioning and ask students to compile presentations. 	<ul style="list-style-type: none"> Individuals compile information from other groups as notes
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-lesson Assessment: Through reflections based on observation during supported teaching in schools and discussions during the lesson, expert peers in group B present for other members to ask questions and contribute to discussion (cross grouping activities) on the pre-tertiary early grade curriculum. NTS 1c Demonstrates effective growing leadership qualities NTS2a Demonstrate familiarity with educational system NTS 2b Has comprehensive knowledge of the official school curriculum including learning outcomes Topic treated should be part of topics for quiz in week 4			
Instructional Resources	<ul style="list-style-type: none"> Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Creative approaches: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Other Relevant Online Resources (www.Tess-india.net, www.oerafrica.org, www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy) 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). <i>Curriculum development. An introduction</i> . Kumasi: Wilas Press Ltd			
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CPD needs	The Curriculum and its processes and models			

LESSON 3

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12						
Title of Lesson	Criteria for selecting components of the EGE curriculum				Lesson Duration	3 Hours					
Lesson description	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)	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.										
Possible barriers to learning in the lesson	Large class sizes. Students have not prepared lesson notes/plan before and may have difficulty conceptualizing how practical this would be.										
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity	Work-Based Learning	Seminars [√]	Independent Study [√]	e-learning opportunities [√]	Practicum				
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons. e-learning opportunities –use mobile phones and other digital devices to look for information online for presentations Independent study: student teachers engage with relevant and appropriate issues related to developing components of the curriculum.										
<ul style="list-style-type: none"> • Overarching outcome, what you want the student teachersto achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	Demonstrate knowledge and understanding of patterns for organising and apply criteria for selecting basic components of the syllabus/curriculum (NTS 2c, 3a, 3c, 3d, 3e, 3f, 3g)										
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?				
	Demonstrate knowledge and understanding of criteria for selecting basic components of the curriculum/syllabus and apply them during supported teaching in schools(NTS 2abc, 3a,)			<ul style="list-style-type: none"> • 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. 			<ul style="list-style-type: none"> • Communication skills: through critiquing and presentations • Digital literacy: Surfing the internet for relevant information on themes to be discussed. • Personal development: Through presentation and developing of arguments. • Respect and diversity: • Equity and inclusivity 				

Topic Title: Criteria for selecting components of the EGE curriculum	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Introduction	20 minutes	Face-to-face <ul style="list-style-type: none"> 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) 	Face-to-face <ul style="list-style-type: none"> 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 standards	60minutes	Independent study <ul style="list-style-type: none"> Groups student teachers based on the number of 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 content standards for planning lessons and present to whole class for discussion (PD theme 2, 3, 4) 	Independent study <ul style="list-style-type: none"> Work in small groups on assigned criteria by looking for information online with their phones. Explain how principle is applied in formulation/selection of standards and present to whole class for discussion
	Criteria for selecting Indicators and Exemplars	60minutes	Independent study <ul style="list-style-type: none"> 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) 	Independent study <ul style="list-style-type: none"> 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

	Criteria for selecting assessment and evaluation practices	40 minutes	Independent study <ul style="list-style-type: none"> Groups student teachers based on the number of 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 assessment practices and present to whole class for discussion (PD theme 2, 3, 4) 	Independent study <ul style="list-style-type: none"> Work in small groups on assigned criteria by looking for information online with their phones. Explain how principle is applied in selection of assessment practices and present to whole class for discussion
			<ul style="list-style-type: none"> Directs student teachers to relevant chapters of textbook to read on patterns of curriculum organization for lesson four. 	<ul style="list-style-type: none"> Read on relevant chapters for lesson four
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-lesson Assessment: Groups reflect on their experiences during supported teaching in schools, and present various principles and criteria for selecting components of the early grade curriculum. Peers ask questions for further explanation. NTS 1c Demonstrates effective growing leadership qualities NTS2a Demonstrate familiarity with educational system NTS 2b Has comprehensive knowledge of the official school curriculum including learning outcomes			
Instructional Resources	<ul style="list-style-type: none"> Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Creative approaches: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Other Relevant Online Resources (www.Tess-india.net, www.oerafrica.org, www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy) Early Grade Education Curriculum and syllabuses 			
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CPD needs	Criteria for selecting components of the curriculum.			

LESSON 4

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Patterns of organizing developmentally appropriate early grade education curriculum						Lesson Duration	3 Hours				
Lesson description	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 teacher knowledge, prior learning (assumed)	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.											
Possible barriers to learning in the lesson	Large class sizes and misconceptions about how children should be taught.											
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity	Work-Based Learning	Seminars [√]	Independent Study	e-learning opportunities [√]	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons.</p> <p>e-learning opportunities – use mobile phones and other digital devices to look for information online for presentations</p> <p>Independent study: student teachers engage with relevant and appropriate issues related how to organize the curriculum.</p> <p>Seminar: Work individually and in groups and present reports for whole class discussions.</p>											
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.	Demonstrate knowledge and understanding of patterns of organizing developmentally appropriate early grade education curriculum (NTS 2c, 3a, 3c, 3d, 3e, 3f, 3g)											
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 knowledge and understanding of patterns for organising developmentally appropriate early grade education curriculum(NTS 2abc,)			<ul style="list-style-type: none"> Explain the term “Developmentally Appropriate” curriculum. Examine the traditional patterns (activity and integrated pattern) for organizing the curriculum and compare with the EGE curriculum and syllabus Discuss the strengths and weaknesses of the activity and integrated pattern. Present a poster of an exemplification of an emergent curriculum 			<ul style="list-style-type: none"> Digital literacy: through surfing the internet with phones Respect for equity and inclusion: through the use of mixed gender pairing and grouping Reflective skills: reflecting on issues and sharing perspectives Collaboration Personal development: preparing and presenting papers in class 					

Topic Title: Patterns of organizing developmentally appropriate early grade education curriculum	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
			Introduction	20 minutes
The concept “developmentally appropriate curriculum”	10 minutes	Face-to-face & e-learning <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 interest curriculum	50 minutes	Face-to-face <ul style="list-style-type: none"> Through lecture expose student teachers to the meaning and essence of selecting patterns for organizing a curriculum. 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 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) 	Face-to-face <ul style="list-style-type: none"> Listen carefully and ask questions. Use phones to search for characteristics/features of activity curriculum and reads them out. Work in pairs to discuss strength and weaknesses of 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 curriculum	50 minutes	Face-to-face <ul style="list-style-type: none"> Through questioning, allow students to reflect and write their understanding of integrated curriculum. (PD theme 2). Guide them to identify unique features by using their phones. Use pyramid discussion approach for student teachers to examine the strength and weaknesses of the integrated pattern (discussion begins in pairs and builds up into large groups depending on size of class). (PD theme 4) 	Face-to-face <ul style="list-style-type: none"> Use phones to search for characteristics/features of integrated curriculum and reads them out. 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.
	Emergent curriculum	50 minutes	Practical activity <ul style="list-style-type: none"> Use lecturette to expose student teachers to the meaning of emergent curriculum. Put them into small groups depending on size of class. Provide a sample of how an emergent curriculum is developed with procedures and guide them to select a theme and develop one on a poster or card board for presentation and peer assessment. 	Practical activity <ul style="list-style-type: none"> 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.
			<ul style="list-style-type: none"> Asks student teachers to come along with project on interventions strategies they worked on under the course 'inclusive school-based inquiry' and a compilation of other local and foreign songs and games for teaching 	<ul style="list-style-type: none"> Prepare and compile foreign and local songs and games for teaching various concepts.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment for and As learning: Group presentation of strength and weaknesses of the activity and integrated curriculum. Peers assess presentation and critique. NTS 1c Demonstrates effective growing leadership qualities NTS2a Demonstrate familiarity with educational system NTS 2b Has comprehensive knowledge of the official school curriculum including learning outcomes NTS 1e Engage positively with colleagues Poster on emergent curriculum is submitted for 10% Fix a day in the week for learners to take an objective text covering lessons 1 to 4 for 20% Total 30%			
Instructional Resources	<ul style="list-style-type: none"> Mobile phones Cardboards and markers PD manuals 			

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

LESSON 5

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12						
Title of Lesson	Creative approaches and indigenous pedagogies				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 and prejudices about the use of play and songs for teaching. Most people see these as 'time wasters'.										
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning	Seminars [v]	Independent Study [v]	e-learning opportunities [v]	Practicum				
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons. E-learning opportunities – Videos from YouTube of various kinds of digital games, manual games and songs used for teaching and learning. Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use games and songs. Independent study: to enable student teachers to engage with relevant and appropriate issues related to topic. Practical activity: working in groups or individually on projects for presentation.										
Overarching outcome, what you want the student teacher to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	Demonstrate understanding and use of differentiated instructional approaches and strategies in diverse learning environments to facilitate and support the learning of all learners (NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p).										
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?					
	Demonstrate understanding and use of differentiated instructional approaches and strategies in diverse learning environments to facilitate and support the learning of all learners (NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p).		<ul style="list-style-type: none"> • Use appropriate indigenous or foreign games and songs in stimulating learning in inclusive and multi-grade/age classrooms. • Design/create appropriate games and songs for supporting learners in early grade classrooms. 			<ul style="list-style-type: none"> • Equity and inclusivity: using various strategies in grouping students considering their background characteristics and abilities. • Digital literacy: using phones to surf the internet and preparing PowerPoint • Creativity: developing creative activities and indigenous strategies. • Personal development: developing confidence and communication skill through presentations 					

Topic Title: Creative approaches and indigenous pedagogies	Sub-topic	Stage/ time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Introduction	10 minutes	Face-to-face <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Share views on how teachers used creative approaches for instruction in early grade classroom during supported teaching in school.
		20 minutes		
	Creative approaches and indigenous pedagogies	105 minutes	Practical activity: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Place themselves in specific group based on prescribed criteria.
			<ul style="list-style-type: none"> Assign different tasks to different groups (more than 1 group may pick a particular task due to number of groups): Tasks <ul style="list-style-type: none"> 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 	Work in small groups on assigned tasks. <ul style="list-style-type: none"> 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

			selected concepts/indicators/themes at the early grade level. Guide student teachers to create some new ones and show evidence of them (PD theme 1 to 5)	
		45 minutes	Seminar <ul style="list-style-type: none"> • 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) 	Seminar <ul style="list-style-type: none"> • Prepare manuscript and slides versions for presentation to groups and whole class. Use comments to revise projects for final presentation and demonstration during the next lesson.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-lesson and Peer Assessment <ul style="list-style-type: none"> • Student teachers reflect, write and submit a one page report on observed creative approaches used in early grade schools during supported teaching in school. • Student teachers peer review each other’s work/project presented in class on creative approaches developed (20%) <p>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</p>			
Instructional Resources	<ul style="list-style-type: none"> • Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). • Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). • Transforming Teacher Education and Learning (2016). <i>Creative approaches: Professional development guide for tutors</i>. Accra. • Ministry of Education (www.t-tel.org). • Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). • Other Relevant Online Resources (www.Tess-india.net, www.oerafrica.org, www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy) • Oware, Ludo, Draught • Early Grade Education Curriculum and syllabuses 			
Required Text (core)	Smith, S. & Morris, H. (2011). <i>33 ways to help with spelling: Supporting children who struggle with basic skills</i> . London : Routledge Hickey, R. (2010). <i>33 ways to help with writing</i> . London : Routledge			
Additional Reading List	Herr, J. & Libby Larson, Y. R. (2000). <i>Creative resources for early childhood classrooms</i> . New York: Delmar Thomson Learning			
CPD needs	Developing local games, songs and digital puzzles and games for instructional purposes (Creative approaches)			

LESSON 6

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Use of play as pedagogy in early grade settings				Lesson Duration	3 Hours	
Lesson description	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)	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.						
Possible barriers to learning in the lesson	Misconceptions and prejudices about the use of play and songs for teaching. Most people see these as 'time wasters'.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [✓]	Practical Activity [✓]	Work-Based Learning	Seminars [✓]	Independent Study [✓]	e-learning opportunities [✓]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Discussion, lecturette, think, pair share should be used in facilitating lessons.</p> <p>E-learning opportunities: Videos from YouTube of various kinds of digital games, manual games and songs used for teaching and learning.</p> <p>Seminars: To generate group and individual creativity, discussion and reflection; student and/or tutor led on the use games and songs.</p> <p>Independent study: To enable student teachers to engage with relevant and appropriate issues related to topic.</p> <p>Practical activity: working in groups or individually on projects for presentation.</p>						
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	Demonstrate knowledge, understanding and use of play and pedagogy in an early childhood setting to support the learning children with diverse needs (NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p) .						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?			
	Demonstrate knowledge, understanding and use of play and pedagogy in an early childhood setting to support the learning children with diverse needs (NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p) .	<ul style="list-style-type: none"> Develop games, songs, stories and puzzles for teaching various concepts in the early grade syllabus. Role play/demonstrate the use of various games to support. Discuss the significance of using creative approaches 	<ul style="list-style-type: none"> Communication skills: through critiquing and presentations Digital literacy: Surfing the internet for relevant information on themes to be discussed. Personal development: Through presentation and developing of arguments. Equity and inclusivity: using 				

			<p>including play in supporting learning at the early grade level across various developmental domains (SPICE).</p> <ul style="list-style-type: none"> 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. 	<p>various strategies in grouping students considering their background characteristics and abilities.</p>
<p>Topic Title: Use of play as pedagogy in early grade settings</p>	<p>Sub-topic</p>	<p>Stage/time</p>	<p>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</p>	
			<p>Teacher Activity</p>	<p>Student Activity</p>
	<p>Introduction</p>		<p>Face-to-face</p> <ul style="list-style-type: none"> 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. <p>Practical activity</p> <ul style="list-style-type: none"> Select groups to do 10 minutes power point presentation of their projects. Comments and discussions. (PD theme1, 4) 	<p>Face-to-face</p> <ul style="list-style-type: none"> Discuss how teachers employed play as an instructional technique in early grade classrooms. <p>Practical activity</p> <ul style="list-style-type: none"> Present projects in PowerPoint and comment on other's work and presentations
			<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Observe and comment on demonstrations and role plays
			<p>Independent study</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
			<p>Seminar</p> <ul style="list-style-type: none"> 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): 	<ul style="list-style-type: none"> Work in pairs and built up groups to examine relevance of play across the SPICE domains for presentation to whole class for discussion

			Domains (SPICE) <ul style="list-style-type: none"> • Social, Physical, Intellectual, Creative, and Emotional • Guide student teachers to present findings either to groups or to whole class for further discussion. 	
			Face-to-face <ul style="list-style-type: none"> • Reflect with student teachers on the challenges and barriers in using play and other creative approaches. Use diamond nine to rank challenges and guide students through questioning to examine how they can be addressed in other to improve learning. 	Face-to-face <ul style="list-style-type: none"> • Examine challenges that would be encountered in using play and creative ways of addressing them to improve learning of all learners in early grade.
			<ul style="list-style-type: none"> • Give student teachers topics to read and prepare for the next lesson on collaborative and co-operative learning 	<ul style="list-style-type: none"> • Read on relevant materials and chapters on collaborative and co-operative learning for the next lesson.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-lesson Assessment: Student teachers reflect and write one page report on how to use play as an instructional technique for early grade lessons. Presentation on how play can be used to develop various domains of early grade learners and how barriers can be addressed. Student teachers should peer assess presentations. 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	<ul style="list-style-type: none"> • Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). • Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). • Transforming Teacher Education and Learning (2016). <i>Creative approaches: Professional development guide for tutors</i>. Accra. • Ministry of Education (www.t-tel.org). • Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). • FTTT Teacher Reference Handbook (Sabre Education) • Other Relevant Online Resources (www.Tess-india.net, www.oerafrica.org, www.futureLearn.com, www.telmooc.org, www.col.org, Khan academy) • Oware, Ludo, Draught • Early Grade Education Curriculum and syllabuses 			
Required Text (core)	Smith, S. & Morris, H. (2011). <i>33 ways to help with spelling: Supporting children who struggle with basic skills</i> . London : Routledge Hickey, R. (2010). <i>33 ways to help with writing</i> . London: Routledge.			
Additional Reading List	Herr, J. & Libby Larson, Y. R. (2000). <i>Creative resources for early childhood classrooms</i> . New York: Delmar Thomson Learning			
CPD needs	Workshop on the use of Creative Approaches in Teaching (PDM Theme 1) and the development and use of digital games and puzzles for early learners			

LESSON 7

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Collaborative and Experiential Learning Approaches I				Lesson Duration	3 Hours	
Lesson description	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 teacher knowledge, prior learning (assumed)	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.						
Possible barriers to learning in the lesson	Challenges in selecting specific and appropriate instructional techniques and strategies for specific topics in a particular subject of specialisation.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning	Seminars [v]	Independent Study [v]	e-learning opportunities [v]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Questioning and shower thoughts. Independent study and seminars: Jigsaw with cross grouping to enable student teachers to work in groups to discuss and present project reports. e-learning opportunities: Watching of short videos, animations and using digital devices for searching, assembling and presenting information.						
<ul style="list-style-type: none"> Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	Student teachers 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)						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of collaborative learning, cooperative learning, and nature walk as instructional techniques in the classroom. 		<ul style="list-style-type: none"> Explain collaborative learning, cooperative learning, and nature walk as classroom instructional techniques. 		<ul style="list-style-type: none"> Integration of ICT by utilising short videos from YouTube and other online resources. Collaboration and communication through group presentations. 		

	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	The concept collaborative and cooperative learning; nature walk, learning centres, project work (problem solving and discovery); demonstration, dramatization	30 minutes	Face-to-face: <ul style="list-style-type: none"> 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.	Face-to-face: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Student teachers, in their groups, present their report from the practical and independent study (using power point) for brief whole class discussion and comments.
60 minutes				
90 minutes		Seminar: <ul style="list-style-type: none"> Put students in mixed ability or mixed gender groups of between 3-5. 		

			<ul style="list-style-type: none"> 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. <p>PD Theme 4; pp. 99-115</p>	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>In-lesson Assessment: Student teachers critique and peer assess presentations</p> <p>Using group presentations, student teachers discuss the use of collaborative learning, co-operative learning, and nature walk as instructional techniques, and identify specific techniques to teach specific topics in any of the learning areas in the in the early grade curriculum (20%)</p> <p>Groups can continue with presentations on the 8th week.</p> <p>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</p>			
Instructional Resources	<ul style="list-style-type: none"> TESSA (2016). <i>Inclusive education tool kit</i>. Walton Hall: United Kingdom Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). YouTube 			
Required Text (core)	<p>Gestwicki, C. (2007). <i>Developmentally appropriate practice. Curriculum development in early Education</i>. Canada: Thompson Delmar Learning.</p> <p>Luzzatta, E. & Giordano, D. (Ed.) (2009). <i>Collaborative learning. Methodology, types and interactions and techniques</i>. New York: Nova Science Publishers Inc.</p> <p>Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and practice of teaching</i>. Accra: Ghana Universities Press</p>			
Additional Reading List	<p>Abroampa, W. K. & Addai-Mununkum, R. (2017). <i>Rudiments of curriculum construction</i>. Accra: Ducer Press.</p> <p>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.</p> <p>Farrant, J. S. (1982). <i>Principles and practice of education</i>. London: Longman</p> <p>Ornstein, A. (1995). <i>Strategies for effective teaching</i>. London: Brown and Benchmark Publishers</p> <p>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.</p> <p>UNESCO (2015). <i>Practical tips for teaching multi-grade classes</i>. Paris: UNESCO</p> <p>Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. & Asemanyi, E. T. (2016). <i>Teacher education:</i></p>			

	<i>From principles to practice.</i> Kumasi:Benjoy Enterprise.
CPD needs	Workshops on development and use of indigenous and digital games and puzzles.

LESSON 8

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Collaborative and Experiential Learning Approaches II				Lesson Duration	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 strategies in teaching specific topics during Supported Teaching in Schools (STS). It will help the student teachers to understand project work (problem solving and discovery); demonstration, and dramatization 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 project work (problem solving and discovery); demonstration, and dramatization as instructional techniques in the classroom. With this, student teachers would be expected to identify specific topics in subject specialisations and determine the instructional technique (either project work/problem solving/discovery, demonstration, or dramatization) deemed appropriate to teach these identified topics.											
Previous student teacher knowledge, prior learning (assumed)	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 have been exposed to collaborative learning, co-operative learning and nature walk as instructional techniques. Student teachers are also aware of the instructional techniques and strategies adopted by teachers during school visits, and those used by their tutors/lecturers.											
Possible barriers to learning in the lesson	Determining and selecting specific appropriate instructional techniques and strategies to suit specific topics.											
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning	Seminars [v]	Independent Study [v]	e-learning opportunities [v]	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Reflection, Questioning and Shower thoughts.</p> <p>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.</p> <p>E-learning opportunities: Watching of short videos, animations and using digital devices for searching, assembling and presenting information.</p>											
<ul style="list-style-type: none"> 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 	<p>Student teachers would be able to demonstrate knowledge and understanding of project work (problem solving and discovery), demonstration and dramatization 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 project work/problem solving/discovery, demonstration or dramatization). (NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p)</p>											

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	<p>Demonstrate knowledge and understanding of project work (problem solving and discovery), demonstration, and dramatization as instructional techniques in the classroom. Demonstrate knowledge and understanding by explaining the features, similarities and differences of project work (problem solving and discovery), demonstration, and dramatization as instructional techniques in the classroom.</p> <p>Identify specific topics in subject specialisations and determine the instructional technique (project work - problem solving and discovery, or demonstration or dramatization) deemed appropriate to teach these identified topics.</p>		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Integration of ICT by utilising short videos from YouTube and other online resources. • Collaboration and communication through group presentations. • Gender, equity through fair distribution of teaching and learning opportunities in and out of classroom, inclusivity, and diversity through acknowledgment of individual differences in the classroom. • Reflection and critical thinking for self-awareness through multi and varied interactive strategies that would support learners with diverse characteristics. Integration of ICT by utilising short videos from YouTube and other online resources. • Collaboration and communication through group presentations. • Gender, equity through fair distribution of teaching and learning opportunities in and out of classroom, inclusivity, and diversity through acknowledgment of individual differences in the classroom. • Reflection and critical thinking for self-awareness through multi and varied interactive strategies that would support learners with diverse characteristics.
Topic Title: collaborative and Experiential Learning Approaches II	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
	The concept collaborative and cooperative learning; nature walk, learning centres, project work (problem solving and	30 minutes	Teacher Activity Face-to-face: <ul style="list-style-type: none"> • Use shower thought to assist student teachers to review their previous knowledge and experiences on the strategies used by teachers in teaching 	Student Activity Face-to-face: <ul style="list-style-type: none"> • Discuss the teaching techniques used by teachers during school visits, and those used by their tutors/lecturers.

	<p>discovery); demonstration, dramatization</p>	<p>2:30 minutes</p>	<p>various topics while on school visits, and those used by their tutors/lecturers. PD Theme 3; p. 59.</p> <p>Practical Work and Seminar:</p> <ul style="list-style-type: none"> Use group presentation to enable student teachers discuss the differences and similarities among project work (problem solving and discovery), demonstration, and dramatization, and identify specific techniques to teach specific topics in their subject specializations. PD Theme 4; pp. 99-115 	<p>Practical Work and Independent Study:</p> <ul style="list-style-type: none"> 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. <p>Seminar:</p> <ul style="list-style-type: none"> Student teachers, in their groups, present their report from the practical and independent study (using power point) for brief whole class discussion and comments.
<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</p>	<p>In-lesson Assessment: Using group presentations, student teachers discuss the differences and similarities among project work (problem solving and discovery), demonstration, and dramatization, and identify specific techniques to teach specific topics in their subject specializations. Presentations on 7th and 8th 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</p>			
<p>Instructional Resources</p>	<p>TESSA (2016). <i>Inclusive education tool kit</i>. Walton Hall: United Kingdom Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). YouTube</p>			
<p>Required Text (core)</p>	<p>Gestwicki, C. (2007). <i>Developmentally appropriate practice. Curriculum development in early Education</i>. Canada: Thompson Delmar Learning. Luzzatta, E. & Giordano, D. (Ed.) (2009). <i>Collaborative learning. Methodology, types and interactions and techniques</i>. 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. Professional Development Guide for Tutors – Theme 3 Professional Development Guide for Tutors – Theme 4</p>			
<p>Additional Reading List</p>	<p>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 Journal of Virtual Learning, 7</i> (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>.</p>			

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

LESSON 9

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Managing Inclusive and Multi-grade Classrooms I				Lesson Duration	3 Hours	
Lesson description	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 and appreciate the nature of the early grade settings or classrooms they find themselves in during Supported Teaching in Schools (STS).						
Previous student teacher knowledge, prior learning (assumed)	In the first year, student teachers were exposed to Inclusive School-Based Inquiry and would have a fair knowledge and understanding of inclusive classrooms. Again, student teachers were exposed to Beginning Teaching I and II. As such they would have observed the nature of inclusive, multi-grade, and developmentally appropriate early grade classrooms.						
Possible barriers to learning in the lesson	Misconceptions about pupils/students with Special Education Needs (SEN)						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning	Seminars [v]	Independent Study [v]	e-learning opportunities [v]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Questioning and shower thoughts.</p> <p>Practical Activity: Preparation of poster for presentation</p> <p>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.</p> <p>E-learning opportunities: Watching of short videos, animations and using digital devices for searching, assembling and presenting information.</p>						
<ul style="list-style-type: none"> 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 	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).						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators		Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?			
	Demonstrate knowledge and understanding of the meaning and features of inclusive, multi-grade, and developmentally appropriate classrooms.	<ul style="list-style-type: none"> Explain and discuss the features of inclusive, multi-grade, and developmentally appropriate classrooms. Explore challenges and barriers for teaching and facilitating learning in inclusive, multi-grade and developmentally appropriate contexts 		<ul style="list-style-type: none"> 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 			

			<p>opportunities in and out of classroom, inclusivity, and diversity through acknowledgment of individual differences in the classroom.</p> <ul style="list-style-type: none"> • Reflection and critical thinking for self-awareness through multi and varied interactive strategies that would support learners with diverse characteristics. 			
Topic Title: Managing Inclusive and Multi-grade Classrooms I	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.			
			<table border="1"> <thead> <tr> <th>Teacher Activity</th> <th>Student Activity</th> </tr> </thead> <tbody> <tr> <td> <p>30 minutes</p> <p>Face-to-face:</p> <ul style="list-style-type: none"> • 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. <p>Practical Work and Independent Study:</p> <ul style="list-style-type: none"> • Initiate and facilitate the use of pyramid 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. 69-98. <p>80 minutes</p> <ul style="list-style-type: none"> • 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 </td> <td> <p>Face-to-face:</p> <ul style="list-style-type: none"> • Student teachers share their views on the meaning and features of inclusive, multi-grade, and developmentally appropriate classrooms. <p>Practical Work and Independent Study:</p> <ul style="list-style-type: none"> • In a pyramid discussion, student teachers use concept cartooning to discuss the differences and similarities among inclusion scenarios, multi-grade and multi-age, and developmentally appropriate classrooms and present to class. <p>Practical Work and Seminar:</p> <ul style="list-style-type: none"> • Student teachers, in their groups, present their report from the discussion on the themes using poster presentation for whole class discussion and comments. </td> </tr> </tbody> </table>	Teacher Activity	Student Activity	<p>30 minutes</p> <p>Face-to-face:</p> <ul style="list-style-type: none"> • 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. <p>Practical Work and Independent Study:</p> <ul style="list-style-type: none"> • Initiate and facilitate the use of pyramid 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. 69-98. <p>80 minutes</p> <ul style="list-style-type: none"> • 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
	Teacher Activity	Student Activity				
	<p>30 minutes</p> <p>Face-to-face:</p> <ul style="list-style-type: none"> • 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. <p>Practical Work and Independent Study:</p> <ul style="list-style-type: none"> • Initiate and facilitate the use of pyramid 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. 69-98. <p>80 minutes</p> <ul style="list-style-type: none"> • 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 	<p>Face-to-face:</p> <ul style="list-style-type: none"> • Student teachers share their views on the meaning and features of inclusive, multi-grade, and developmentally appropriate classrooms. <p>Practical Work and Independent Study:</p> <ul style="list-style-type: none"> • In a pyramid discussion, student teachers use concept cartooning to discuss the differences and similarities among inclusion scenarios, multi-grade and multi-age, and developmentally appropriate classrooms and present to class. <p>Practical Work and Seminar:</p> <ul style="list-style-type: none"> • Student teachers, in their groups, present their report from the discussion on the themes using poster presentation for whole class discussion and comments. 				
70 minutes						
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>In-lesson Assessment: Using group presentations, student teachers discuss how to create, inclusive and developmentally appropriate classrooms and challenges for teaching in such environments by incorporating their experiences during school visits. NTS 1e engage positively with colleague learners</p>					

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

LESSON 10

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Managing Inclusive and Multi-grade Classrooms II						Lesson Duration	3 Hours
Lesson description	This lesson is meant to introduce student teachers to the challenges faced in teaching in inclusive, multi-grade, and developmentally appropriate early grade classrooms. Again, the lesson seeks to expose student teachers to the various approaches and strategies for managing inclusive, multi-grade and developmentally appropriate early grade classrooms. Student teachers would therefore understand and appreciate the challenges and apply the appropriate approaches and strategies in inclusive, multi-grade and developmentally appropriate early grade settings or classrooms during Supported Teaching in Schools (STS).							
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been exposed to the meaning, nature and features of inclusive, multi-grade, and developmentally appropriate early grade classrooms. They have also been introduced to Inclusive School-Based Inquiry in the first year, and as such have a fair knowledge and understanding of inclusive classrooms. Again, student teachers have gone through Beginning Teaching I and II (STS I & II) and their experiences form a good foundation in learning, understanding and appreciating the challenges in teaching in inclusive, multi-grade, and developmentally appropriate early grade classrooms, as well as the various approaches and strategies for managing these early grade classrooms.							
Possible barriers to learning in the lesson	The misconceptions, uncertainty, anxiety, and fears of teaching and managing inclusive, multi-grade, and developmentally appropriate early grade classrooms.							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning []	Seminars [v]	Independent Study [v]	e-learning opportunities [v]	Practicum [v]	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Questioning and shower thoughts.</p> <p>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.</p> <p>E-learning opportunities: Watching of short videos, animations and using digital devices for searching, assembling and presenting information.</p>							
<ul style="list-style-type: none"> • 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 	<p>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).</p>							
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	<p>Learning Outcomes</p> <p>Demonstrate knowledge and understanding of the appropriate approaches and strategies for managing inclusive, multi-grade, and developmentally appropriate early grade classrooms.</p>	<p>Learning Indicators</p> <ul style="list-style-type: none"> • Identify and discuss the appropriate approaches and strategies for managing inclusive, multi-grade, and developmentally appropriate classrooms. 	<p>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p> <ul style="list-style-type: none"> • 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 					

	Demonstrate application of the approaches and strategies for managing inclusive, multi-grade, and developmentally appropriate early grade classrooms.	<ul style="list-style-type: none"> Apply the appropriate approaches and strategies in managing inclusive, multi-grade, and developmentally appropriate early grade classrooms in a role play. 	<p>learning opportunities in and out of classroom.</p> <ul style="list-style-type: none"> 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: Managing Inclusive and Multi-grade Classrooms II	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Addressing the challenges in teaching inclusive, multi-grade, and developmentally appropriate early grade classrooms and how to manage them.	60 minutes	<p>Face-to-face:</p> <ul style="list-style-type: none"> 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. <p>PD Theme 2; pp. 5-14 PD Theme 3; pp. 75-82 PD Theme 4; pp. 109-114</p> <p>Practical Work and Independent Study:</p> <ul style="list-style-type: none"> Initiate and facilitate the use of jigsaw 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. <p>PD Theme 3; pp. 65-72. PD Theme 4; pp. 69-98. FTTT Teacher Reference Handbook; pp. 15-20</p> <p>Practicum:</p> <ul style="list-style-type: none"> Organize and facilitate the use of role play to enable student teachers apply the appropriate approaches and 	<p>Face-to-face:</p> <ul style="list-style-type: none"> 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. <p>Practical Work and Independent Study:</p> <ul style="list-style-type: none"> 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. <p>Practicum:</p> <ul style="list-style-type: none"> Through role play, student teachers apply the appropriate
		60 minutes	60 minutes	

			<p>strategies for managing inclusive, multi-grade, and developmentally appropriate early grade classrooms after which discussions are held.</p> <p>PD Theme 1; pp. 89-106.</p>	<p>approaches and strategies for managing inclusive, multi-grade, and developmentally appropriate early grade classrooms after which feedback will be given for discussion.</p>
			<p>Assignment</p> <ul style="list-style-type: none"> Put student teachers in pairs to plan a scheme of work for 10 weeks and learning plan for 15 minutes for a selected topic to be presented in weeks 11 and 12 	<ul style="list-style-type: none"> work in pairs to produce a scheme of work for 10 weeks and a learning plan for a selected topic from any learning area in the pre-tertiary early grade curriculum
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>In-lesson Assessment: Peer assessment and Critique</p> <p>Using group presentations, student teachers discuss the challenges faced in teaching in inclusive, multi-grade, and developmentally appropriate early grade classrooms, and explain the appropriate approaches and strategies to be used in managing inclusive, multi-grade, and developmentally appropriate early grade classrooms.</p> <p>NTS 1e engage positively with colleague learners</p> <p>NTS 3e,g have good knowledge of use of instructional strategies</p> <p>NTS 3h set meaningful tasks for learner collaboration</p> <p>NTS 2 e Understands how children develop and learn in diverse contexts and applies this in his or her teaching.</p> <p>NTS 2 f Takes accounts of and respects learners’ cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.</p>			
Instructional Resources	<p>TESSA (2016). <i>Inclusive education tool kit</i>. Walton Hall: United Kingdom</p> <p>Transforming Teacher Education and Learning (2016). <i>Creative approaches: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org).</p> <p>Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra.</p> <p>FTTT Teacher Reference Handbook (Sabre Education)</p> <p>Ministry of Education (www.t-tel.org).</p> <p>YouTube</p>			
Required Text (core)	<p>Gestwicki, C. (2007). <i>Developmentally appropriate practice. Curriculum development in early Education</i>. Canada: Thompson Delmar Learning.</p> <p>Luzzatta, E. & Giordano, D. (Ed.) (2009). <i>Collaborative learning. Methodology, types and interactions and techniques</i>. New York: Nova Science Publishers Inc.</p> <p>Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and practice of teaching</i>. Accra: Ghana Universities Press.</p>			
Additional Reading List	<p>Abroampa, W. K. & Addai-Mununkum, R. (2017). <i>Rudiments of curriculum construction</i>. Accra: Ducer Press.</p> <p>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.</p> <p>Farrant, J. S. (1982). <i>Principles and practice of education</i>. London: Longman.</p> <p>Ornstein, A. (1995). <i>Strategies for effective teaching</i>. London: Brown and Benchmark Publishers</p> <p>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.</p> <p>UNESCO (2015). <i>Practical tips for teaching multi-grade classes</i>. Paris: UNESCO</p>			

	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

LESSON 11

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Planning and Preparation for Early Grade Learners I							Lesson Duration	3 Hours
Lesson description	This lesson is generally serves as a revision for the entire course. It is meant to enable student teachers appreciate co-planning, co-teaching and peer assessment in learning outcomes of early grade learners. The lesson seeks to expose student teachers to the factors to consider in planning learning for diverse early grade learners in inclusive and multi-grade settings. With this knowledge and understanding, student teachers will be able to select topics from learning areas in the pre-tertiary early grade curriculum, apply the principles and strategies for planning learning for early grade learners, especially during Supported Teaching in Schools (STS).								
Previous student teacher knowledge, prior learning (assumed)	They have a fair knowledge and understanding of planning to teach in inclusive classrooms, and identifying children with SEN and planning for their remediation. Through observation during school visits, student teachers were exposed to how teachers plan and prepare for classroom instruction. They have also prepared co-planned a scheme of work and a learning plan.								
Possible barriers to learning in the lesson	Misconception that teaching in an early grade classroom is a difficult task, and as such, should be managed and taught by experienced and older women.								
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [v]	Practical Activity [v]	Work-Based Learning []	Seminars []	Independent Study [v]	e-learning opportunities [v]	Practicum []		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Questioning, shower thoughts, and pyramid discussion for the meaning of planning, co-planning, co-teaching, and peer teaching, and the need to plan and prepare for learning in inclusive, multi-grade, and developmentally appropriate early grade classrooms.</p> <p>Practical work, Independent study and seminars: Mixed gender and mixed attainment group activities to assist student teachers to discuss the factors to consider when planning and preparing learning for diverse early grade learners in inclusive and multi-grade classrooms. Role play to demonstrate skills in using co-planning, co-teaching, and peer teaching early grade learners in inclusive and multi-grade classrooms.</p> <p>E-learning opportunities: Watching of short videos, animations and using digital devices for searching, assembling and presenting information.</p>								
<ul style="list-style-type: none"> • 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 	<p>Student teachers would be able to demonstrate knowledge and understanding of the concepts, planning, co-planning, co-teaching and peer assessment. They would also be expected to demonstrate knowledge and understanding of the need for early grade teachers to plan and prepare for learning activities in inclusive, multi-grade, and developmentally appropriate early grade classrooms. Again, student teachers would be expected to identify and explain the factors to be considered in planning learning for diverse early grade learners in inclusive and multi-grade settings (NTS 3f, 3g)</p>								
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?			
	Demonstrate knowledge and understanding of the concept of planning, co-planning, co-teaching and peer assessment, and the need for teachers to plan and prepare for learning activities in inclusive, multi-grade, and developmentally		<ul style="list-style-type: none"> • Explain planning, co-planning, co-teaching and peer assessment in achieving learning outcomes as an activity necessary for every teacher. 			<ul style="list-style-type: none"> • Integration of ICT by utilising short videos from YouTube and other online resources. • Collaboration and communication through group presentations. 			

	<p>appropriate early grade classrooms.</p> <p>Demonstrate knowledge and understanding of the factors to consider when planning and preparing learning for diverse early grade learners in inclusive, multi-grade, and developmentally appropriate early grade classrooms.</p> <p>Demonstrate the skills in planning, co-planning, co-teaching and peer assessment in inclusive, multi-grade, and developmentally appropriate early grade classrooms.</p>	<ul style="list-style-type: none"> 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, co-teaching, and peer assessment in inclusive, multi-grade and developmentally appropriate early grade classrooms. 	<ul style="list-style-type: none"> 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 Early Grade Learners I	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
		30 minutes	Face-to-face: <ul style="list-style-type: none"> Use questioning and 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. <p>PD Theme 2; pp. 5-14 PD Theme 3; pp. 75-82 PD Theme 4; pp. 109-114</p> Practical work and independent study <ul style="list-style-type: none"> 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 	Face-to-face: <ul style="list-style-type: none"> Shareviews on the 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.
	30 minutes	Practical work and independent study <ul style="list-style-type: none"> Student teachers, in mixed gender and mixed ability pairs, provide responses and review their scheme of work and learning plans. 		

		<p>30 minutes</p> <p>review the scheme and learning plans developed (assignment) PD Theme 2; pp. 5-14 PD Theme 3; pp. 75-82</p> <p>Practical Work and Independent Study:</p> <ul style="list-style-type: none"> Initiate and facilitate the use of mixed 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. <p>Practical Work and Independent Study:</p> <ul style="list-style-type: none"> 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. (<i>students should be strongly cautioned not to put such videos on social media or share with other people since it has legal implication</i>) Guide colleagues to critique lessons in 5 minutes. 	<p>Practical Work and Independent Study:</p> <ul style="list-style-type: none"> 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. <p>Practical Work and Independent Study:</p> <ul style="list-style-type: none"> Co-teach lessons in 15 minutes for peers to critique. Some selected students capture lessons for later reflections using their phones or cameras.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>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 12 week (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 the intended outcomes of their teaching.</p>		
Instructional Resources	<p>TESSA (2016). <i>Inclusive education tool kit</i>. Walton Hall: United Kingdom Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). YouTube</p>		

Required Text (core)	<p>Gestwicki, C. (2007). <i>Developmentally appropriate practice. Curriculum development in early Education</i>. Canada: Thompson Delmar Learning.</p> <p>Luzzatta, E. & Giordano, D. (Ed.) (2009). <i>Collaborative learning. Methodology, types and interactions and techniques</i>. New York: Nova Science Publishers Inc.</p> <p>Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and practice of teaching</i>. Accra: Ghana Universities Press.</p>
Additional Reading List	<p>Abroampa, W. K. & Addai-Mununkum, R. (2017). <i>Rudiments of curriculum construction</i>. Accra: Ducer Press.</p> <p>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.</p> <p>Farrant, J. S. (1982). <i>Principles and practice of education</i>. London: Longman.</p> <p>Ornstein, A. (1995). <i>Strategies for effective teaching</i>. London: Brown and Benchmark Publishers</p> <p>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.</p> <p>UNESCO (2015). <i>Practical tips for teaching multi-grade classes</i>. Paris: UNESCO</p> <p>Ziggah, S. R., Oppong Frimpong, S., Dzakadzi, Y. & Asemanyi, E. T. (2016). <i>Teacher education: From principles to practice</i>. Kumasi: Benjoy Enterprise.</p>
CPD needs	<p>Workshop on co-planning, co-teaching and peer assessment of students teaching. Using videos for self-reflection.</p>

LESSON 12

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Planning and Preparation for Early Grade Learners 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 co-plan 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 in the lesson	Inadequate knowledge and skills in preparing scheme of work and individual learning plans.								
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [✓]	Practical Activity [✓]	Work-Based Learning []	Seminars []	Independent Study [✓]	e-learning opportunities [✓]	Practicum []		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Questioning and shower thoughts for the meaning of scheme of work and a learning plan, and discuss the need for their use, Individual Learning Plan (ILP)</p> <p>Practical work and Independent study: Mixed gender and mixed attainment group activities to assist student teachers to develop good scheme of work and components of a good learning plan, discuss the need for selecting appropriate TLMs and manipulative materials, and identify appropriate TLMs and manipulative materials for specific topics in inclusive, multi-grade, and developmentally appropriate early grade classrooms.</p> <p>E-learning opportunities: Watching of short videos, animations and using digital devices for searching, assembling and presenting information.</p>								
<ul style="list-style-type: none"> 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 	<p>By the end of the lesson, student teachers would be able to design and facilitate learning for learners with diverse needs and backgrounds in diverse learning contexts. They would also be expected to develop scheme of work, components of a learning plan, and design Individual Learning Plans (ILPs). Furthermore, it is expected that student teachers would be able co-plan and co-teach smaller groups of children during supported teaching in inclusive, multi-grade early grade classrooms (NTS 3f, 3g).</p>								
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	Demonstrate knowledge, understanding, and skills in developing scheme of work, components of a learning plan to teach and peer assess in inclusive, multi-grade, and developmentally appropriate early grade classrooms.			<ul style="list-style-type: none"> Develop scheme of work, and a learning plans in pairs to enable them teach small groups early grade learners. Co-plan, design an Individual learning Plan (ILPs) for identified 			<ul style="list-style-type: none"> Integration of ICT by utilising short videos from YouTube and other online resources. Collaboration and communication through group presentations. 		

			whiles other peers assess and give feedback	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>In-lesson Assessment: Assessment of scheme of work, learning plans and co-teaching Demonstration teaching or small groups in pairs using planned lessons(30%) (other days and periods may be arranged for this exercise to enable all pairs present). Videos of Lessons captured should be given to pairs of students to present a page reflections on lesson taught.</p> <p>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.</p>			
Instructional Resources	<p>TESSA (2016). <i>Inclusive education tool kit</i>. Walton Hall: United Kingdom Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). YouTube</p>			
Required Text (core)	<p>Gestwicki, C. (2007). <i>Developmentally appropriate practice. Curriculum development in early Education</i>. Canada: Thompson Delmar Learning. Luzzatta, E. & Giordano, D. (Ed.) (2009). <i>Collaborative learning. Methodology, types and interactions and techniques</i>. 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.</p>			
Additional Reading List	<p>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 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. 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: From principles to practice</i>. Kumasi: Benjoy Enterprise.</p>			
CPD needs	Workshops on co-planning, co-teaching and peer assessment. Using videos for self reflection.			
Course Evaluation	<p>³Component 1: Subject Portfolio Assessment (30% overall score)</p> <ul style="list-style-type: none"> • 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) <p>⁴Component 2: Subject Project: (30% overall semester score)</p> <ul style="list-style-type: none"> • Introduction, a clear statement of aim and purpose of the project = 10% 			

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

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

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| | <ul style="list-style-type: none">• Methodology: what the student teacher has done and why to achieve the purpose of the project = 20%• Substantive or main section = 40%• Conclusion = 30% <p>Component 3: End of Semester Exams 40%</p> |
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