

# Four-Year B.Ed. Course Manual

# **Guidance and Counselling**









**GOVERNMENT OF GHANA** 









## **FOREWORD**

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

## **ACKNOWLEDGEMENTS**

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

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

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

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

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

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

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#### INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

#### The manuals serve the following purposes:

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

#### Specifically, they also:

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

#### Who are course manuals for:

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

### **USING THIS MANUAL**

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

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

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

## **Course Manual Writing Format**

#### A. Course Information

Title Page

#### 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 instill in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners

ii. C	ourse	Details						
Course	Guida	Guidance and Counselling for Early Grade						
name								
Pre-								
requisite								
Course	200	Course	Credit	3				
Level		Code	Value					
Table of co	ontent	s						

## 1. Goal for the Subject or Learning Area

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

#### 2. Key contextual factors

Teaching and learning is often regarded as two sides of a coin. For both to be effective and successful, there is need for creating suitable environments. The ability to create these environments partly depends on the level of teachers' knowledge of the psychology of learning in middle childhood. The ability to use varied instructional strategies for learners with diverse learner characteristics, abilities and developmental stages of middle childhood learners is the hallmark of an effective teacher. In same vein, it is expected that adopting differentiated classroom and behaviour management strategies to meet the peculiar strengths, needs and challenges of primary school learners will promote effective teaching and learning. This course will equip student teachers with the theoretical knowledge and practical skills to foster effective learning and manage learners' transition from the home to Early Grade Schools.

#### 3. Course Description

This course is meant to further expose and consolidate student teachers' knowledge about the psychology of learning at the Early Grade level. The course focuses on the stages of human and language development and their learning implications in Early Grade classrooms. Student teachers would be exposed to theories of learning, transfer of learning, and behaviour management techniques and their implications for learning in Early Grade. In the delivery of the course, differentiated interactive and assessment techniques would be employed to help student teachers examine the educational implications of the stages of development, learning theories and behaviour management techniques. This course, will therefore, equip student teachers with the knowledge and skills that will enable them apply differentiated instruction as well as managing transitional strategies from home to Early Grade schools (NTECF, NTS 3d, p.14)

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

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

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

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

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

**Personal development** would be fostered through individual and group presentation, examining personal prejudices for some multimedia resources for teaching.

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

**Commitment and passion for teaching** would be developed when student teachers develop various multimedia resources for teaching.

**Creativity:** This would be enhanced by creating or developing different multimedia resources to support the learning of learners with diverse characteristics.

<ol><li>Course Learning Outcomes</li></ol>	6. Learning Indicators
CLO 1: Demonstrate a clear knowledge and	• Provide the important milestones in guidance and counselling in Ghana.
understanding of the historical and	• Discuss the meaning, purpose, objectives of, differences and similarities
conceptual issues in guidance and counselling	between guidance and counselling.

(NTECF p.4, 13, 18, NTS 3f).	
CLO2: Demonstrate knowledge,	Explain each of the guidance services.
understanding and use of guidance services,	Enumerate the communicative skills required of a good counsellor of
communication skills and counselling	Early Grade school learners.
techniques, including online resources for	Discuss some counselling techniques used by counsellors including
counselling (NTECF p.68; NTS 3c, 3d).	online resources for counselling learners in Early Grade schools.
CLO 3: Develop and demonstrate passion and	Outline the criteria used to select specific techniques for specific
commitment in applying appropriate	counselling situations for diverse learners in Early Grade schools.
techniques and assessment inventories in	Explain the techniques appropriate for specific counselling needs of
counselling for behaviour modification of	Early Grade school learners.
learners including those with special needs in	Apply appropriate counselling skills and techniques in modifying
Early Grade schools (NTECF p. 13, NTECF	behaviour and supporting the learning of learners with diverse needs in
p.68, NTS 2f, NTS 1f, NTS 1b, 1g).	Early Grade schools.
CLO 4: Demonstrate knowledge and	<ul> <li>Identify the counselling techniques and services used to manage</li> </ul>
understanding of diverse counselling	different needs and challenges of Early Grade learner in the;
techniques suitable for learners with diverse	- Psychomotor domain.
physical, mental, social, behavioural,	- Cognitive domain.
emotional needs in Early Grade schools (NTS	- Affective domain.
3g)	
CLO 5: Demonstrate knowledge and	Discuss the ethical procedures in counselling learners in Early Grade
understanding of ethical standards and legal	schools.
concerns in counselling learners in the Early	Explain the legal implications and concerns in counselling in learners in
Grade stage (NTS 1d).	Early Grade schools.
	Discuss the differences and similarities between ethical and legal issues
	in counselling learners in Early Grade schools.
CLO 6: Demonstrate knowledge,	Submit portfolio and projects as requirements for formative
understanding, and preparation of a good	assessment for the course.
professional teaching portfolio (NTS 1d)	assessment for the course.
professional teaching portiono (1413 14)	l

	Course Content		
Unit	Topic	Sub-topic if any)	Teaching and learning activity to achieve the learning outcomes
1	Conceptual and Historical Issues	Meaning of guidance and counselling, Development of guidance and counselling, Differences and similarities between guidance and counselling, Misconceptions and barriers to counselling in inclusive Early Grade schools, Purpose, objectives and the need for guidance and counselling in Early Grade schools, Principles of guidance and counselling, Types of counselling, Role of teachers and parents in guidance and counselling in Early Grade schools.	Use Talk for learning approaches, individual and group presentations to discuss the meaning and history of guidance and counselling; Shower thoughts on the misconceptions and barriers to counselling in Early Grade schools; Discussion on the principles of guidance and counselling; Audio-visual and tactile analysis of types of counselling; Simulation/role play of the roles of teachers and parents in guidance and counselling.
2	Guidance Services	Orientation service; Placement service; Appraisal service; Vocational and career service; Information service; Consultation service; Counselling service; Referral service; Follow-up service; and Evaluation service.	Pyramid and panel discussions on some guidance services; think-pair-share; audio-visual and tactile analysis of some of the guidance services; role play of procedures involved in the delivery of some of the guidance services; individual and group presentations using power point.
3	Communication Skills in Counselling	The communication process; Listening and giving feedback; Developing listening skills; Developing responding (continuation responses and questioning); Developing skills in feedback (paraphrasing, reflection of feelings and confrontation); Developing skills in feedback (focusing and summarising)	Generate posters to model the communication process(verbal and nonverbal); Dramatisation or role play of some of the communication skills in counselling (e.g. listening and giving feedback); Audio-visual and tactile analysis of some of the communication skills in counselling; Peer counselling to highlight various aspects of

4	Counselling Techniques for Behaviour Modification in Early Grade Schools	Conditions that facilitate counselling; Stages in the counselling process; Techniques of counselling (cognitive restructuring and assertive training; modelling; systematic desensitisation and relaxation); Techniques for online counselling	communication skills in counselling; Case studies of counselling sessions. Reflective notes on the communication skills in counselling.  Sociometric techniques; Case studies of counselling sessions to modelling the conditions; stages and techniques of counselling; Audio-visual and tactile analysis of some counselling techniques for behaviour modification in children; Individual and group presentations and
5	Assessment Inventories for Counselling and Practicum.	Meaning and Types of assessment inventories for counselling and practicum; Factors to consider to develop an assessment inventory; Factors/criteria to consider in selecting assessment inventories for specific counselling situations; Uses of assessment inventories for counselling and practicum.	projects on techniques for online counselling.  Pyramid and panel discussions on some assessment inventories used by counsellors; Individual and group presentations on the types and uses of specific assessment inventories; Audiovisual and tactile analysis of uses of assessment inventories for counselling and practicum; case studies of specific counselling situations; group project on application of techniques in supporting individual learnes.
6	Counselling Learners with Special Needs.	Idiographic assessment; unique counsellor characteristics; parent counselling and guidance services for learners with SEN; confidentiality/ ethical issues in counselling learners with SEN; creating and counselling learners with SEN environment; key counselling approaches for learners with SEN.	Resource persons, Individual and group projects using ICT, role play, individual and group presentations using power point, case studies, sociometric techniques, audio-visual and tactile analysis.
7	Ethical Standards and Legal Concerns in Counselling in Early Grade schools.	Areas of ethical and legal concern; Ethical standards in counselling, Confidentiality and privacy; Privileged information; Legal issues in counselling; Professionalism.	Audio-visual and tactile analysis of selected cases on ethical concerns in counselling sessions; Audio-visual and tactile analysis of selected cases on legal concerns in counselling; Case studies of cases bothering on ethical and legal concerns; Pyramid and panel discussion on professionalism in counselling; Individual and group presentations of ethical standards and legal concerns in counselling; reflective notes.

#### 8. Teaching and Learning Strategies

- Talk for learning Approaches-Pyramid and panel discussion, shower thoughts etc.
- Role play/Simulation
- Case study
- Cooperative learning
- Individual and group presentations
- Writing of reflective notes
- Think-pair-share, debates
- Sociometric techniques
- Audio visual and tactile analysis

#### 9. Course Assessment Components

In assessing student teachers, teacher educators should endeavour to use assessment procedures that are gender sensitive/responsive and those that promote inclusivity (gender balanced and mixed ability groups for presentations, projects)

#### Component 1: Subject Portfolio Assessment (30% overall score)

- Selected items of students work (3 of them -10% each) = 30%
- Midterm assessment = 20%

- Reflective Journal = 40%
- Organisation of the subject portfolio = 10% (how it is presented /organised)

#### NOTE:

- a. Assignment (Each should NOT be more than 400 words)
  - Identify a child in your school or community of practice with a problem that serves as a barrier to learning.
     Describe the problem, noting its characteristics.
  - ii. Identify a creative approach and describe how it can be used to solve a school related problem.
  - iii. Describe steps or procedures adopted during a face-to-face counselling session.

Assesses Learning outcomes: CLO 2, CLO 3, CLO 4 and CLO 6

Addresses the following NTS:

2e: Understands how children develop and learn in diverse contexts and applies this in his or her teaching

3b: Carries out small-scale action research to improve practice

3m: Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.

#### Component 2: Subject Project: (30% overall semester score)

- Introduction, a clear statement of aim and purpose of the project = 10%
- Methodology: what the student teacher has done and why to achieve the purpose of the project = 20%
- Substantive or main section = 40%
- Conclusion = 30%

Note: Subject Project: This should be given in week 2 and taken in week 5

"Write a 10-paged (excluding reference), double-spaced Project Report on Guidance Services provided in the schools you visited for STS. Reflect and discuss the challenges faced by the schools in providing guidance services, and suggest innovative ways to address them".

Assesses Learning Outcomes: CLO 2, CLO 3, and CLO 4

Addresses the following NTS:

NTS 3e: Employs a variety of instructional strategies that encourages student participation and critical thinking.

NTS 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.

NTS 3g: Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.

NTS 3i: Listens to learners and gives constructive feedback. Summary of Assessment Method: Semester Project Report.

#### Component 3: End of semester examination = 40% over all

Assesses Learning Outcomes: CLO 1, CLO 2, CLO 4, and CLO 5.

#### 10. Required Reading and Reference List

Ackummey, M. A., & Ackom, P. E. (2010). *Counselling in teacher education*. Winneba: Institute for Educational Development and Extension.

Akindde, E. A. (2012). Introduction to modern guidance and counselling: A basic text for tertiary institutions. Ibadan: Brightways Publishers.

Antwi, T. (2016). Introduction to guidance and counselling for the basic school educator. Accra: Design's Network.

Bedu-Addo, P. K. A. (2014). Guidance and counselling "unmasked". Kumasi: Approacher's Ghana Limited.

Buku, D. K., Noi-Okwei, C., & Wilson, K. N. (2012). Counselling skills and strategies. Accra: SEDCO Publishing Ltd.

Namale, M. K. (2012). Guidance and counselling in education. Tema: Richblank Publications.

Ackummey, M. A. (2003). *Organization and administration of school guidance programme*. Accra: Media Graphic & Press Ltd. Gibson, R. L., & Mitchell, M. (2008). *Introduction to counselling and guidance* (7<sup>th</sup> ed.). New York: Pearson Education, Inc.

Miller, D. F. (2010). Positive child guidance (6<sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning.

Oladele, J. O. (2000). Guidance and counselling. A functional approach. Lagos: John-Lad Publisher Ltd.

Shertzer, B., & Stone, S. C. (1980). Fundamentals of counselling (3<sup>rd</sup> ed.). Hughton: Mifflin Company.

#### 11. Course related professional development for tutors/ lecturers

PD Theme 1(creative approaches), Theme 3 (Talk for Learning), Theme 4 (Group Work), and Theme 7 (Assessing student teachers)

Year of B.Ed. 3	3 Sei	mester 1	Place of lesson in semester	123456789101112
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Title of Lesson	Conceptual and I	Historical I	ssues in Gui	dance and	Counselling	Lesson Duration	3 Hours	
Lesson description	The lesson seeks to provide student teachers with the knowledge and understanding of the							
Lesson description	concepts and historical issues in Guidance and Counselling. It seeks to expose student							
	teachers to the meaning, purpose and objectives of Guidance and Counselling as well as the							
	differences and similarities between them. The lesson aims at assisting student teachers to							
	understand the beginnings of Guidance and Counselling in general and also with specific							
	reference to Ghana. The lesson also seeks to address misconceptions and barriers to							
	Guidance and Co	unselling	and with spe	ecific refer	ence to upper	r primary school	settings. This	
	will help studer	nt teache	rs to addre	ess miscor	nceptions par	ents and learn	ers have on	
	Guidance and C	_		barriers	to Counsellin	g in Early Grad	e classrooms	
	during Supported	_		_		_		
	This first lesson				the course I	earning outcom	es and the 3	
Business standards to a share	assessment com						-11	
Previous student teacher	Student teacher					-		
knowledge, prior learning (assumed)	including enviror psychology of le							
(assumed)	difficulties of lea							
	by teachers and			_		-		
	pursuits. Studen	•		•				
	observation in so			.,				
Possible barriers to learning	Misconceptions	about cor	nfidentiality	which als	o serves as a	barrier to lea	rners availing	
in the lesson	themselves for co	ounselling	services.					
Lesson Delivery – chosen to	Face-to-face	Practical	Work-	Semina	Independe	E-learning	Practicum	
support student teachers in	[√]	Activity	Based	rs	nt Study	opportuniti	[√]	
achieving the outcomes		[]	Learnin	[ \[ \]	[ 🗸 ]	es		
	_		g			[ V]		
Lesson Delivery – main mode	Face-to-face: Tal						ussion, think-	
of delivery chosen to support	pair-share, shower thoughts etc. should be used in facilitating the lesson.							
Lake the sake a selection to a selection to a	F 1	_			_		le a contrara de la	
student teachers in achieving	E-learning oppo	_			_		barriers to	
student teachers in achieving the learning outcomes.	counselling.	rtunities:	Videos fro	om YouTu	be on misco	onceptions and		
_	counselling. Seminars: to ge	rtunities: nerate gr	Videos fro	om YouTu dividual cre	be on misco	onceptions and		
_	counselling. Seminars: to ge and/or tutor led	rtunities: nerate groon the use	Videos fro oup and inc various lead	om YouTu dividual cre rning resou	be on misco eativity, discu urces.	onceptions and	ction; student	
_	counselling. Seminars: to ge and/or tutor led Independent stu	rtunities: nerate groon the use	Videos fro oup and inc various lead	om YouTu dividual cre rning resou	be on misco eativity, discu urces.	onceptions and	ction; student	
_	counselling. Seminars: to ge and/or tutor led	rtunities: nerate gr on the use dy: to en	Videos fro oup and inc various lead able studen	om YouTu dividual cre rning resou t teachers	be on misco eativity, discu urces. to engage w	onceptions and significations and reflections in the signification is a second control of the signification is a second control of the signification is a second control of the significant is a second control of th	ction; student	
_	counselling. Seminars: to ge and/or tutor led Independent stutopic.	rtunities: nerate gron the use dy: to en	Videos from the various lead able students about the control of the various lead able students are control of the various from the various fro	om YouTu dividual cre rning resou t teachers oups for rol	be on misco eativity, discu urces. to engage w e play, discuss	onceptions and sign and reflect ith relevant issues ith relevant issues ith resent ither than the sign and present ith resent ith resent ither than the sign and present ith resent its resent items in the resent items in t	etion; student les related to tations.	
the learning outcomes.	counselling. Seminars: to ge and/or tutor led Independent stu topic. Practicum: worki	rtunities: nerate gron the usedy: to en ng in mixedat student	Videos from the various lead able studen and able studen at teachers we will be supported to the various from the various fro	om YouTu dividual cre rning resou it teachers oups for rol yould be a	be on misco eativity, discu urces. to engage w e play, discuss ware of the v	onceptions and reflect ith relevant issuation, and presentations topics to	etion; student les related to tations. be discussed	
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Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning	counselling. Seminars: to ge and/or tutor led Independent stu topic. Practicum: worki It is expected th within the semes the tutor in orde Student teacher	rtunities: nerate gron the usedy: to en ng in mixed at student ter for the ser to deves should	oup and ince various lead able studen teachers we course, and lop their teacher to able to	dividual cre rning resou it teachers oups for rol rould be ard understa aching phi explain f	be on misco eativity, discu urces. to engage w e play, discuss ware of the v nd the statem losophy which the meaning,	ssion and reflect ith relevant issu sion, and presen arious topics to the side of teaching will guide the purpose and	tion; student les related to tations. be discussed philosophy of m during STS. objectives of	
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			•	teaching philosophy. Discuss the meaning, purpose, and objectives of Guidance and Counselling. Discuss the differences and similarities between Guidance and Counselling. Trace the history of Guidance and Counselling and specifically discuss how it started in Ghana. Discuss the misconceptions of and barriers to		
Topic Title:  Conceptual and Historical				depending on the del collaborative group w		
Issues in Guidance and Counselling I	Introduction: Course Manual and Course Learning Outcomes	20 minu		philosophy known student teachers encourage them to their teaching philo and why they hold s philosophy.	se and oduce of the lither omes. aching to and share sophy	Face-to-face Share your views on the need for the course and discuss your understanding of the course learning outcomes. Share your teaching philosophy with colleagues and discuss the reason(s) for having such a philosophy.
	Meaning, purpose, and objectives of Guidance and Counselling	40 minu	tes	(shower thoughts or class discussion) to	eaches whole elicit udent aning, ves of	Face-to-face Share your views on the meaning, purpose and objectives of Guidance and Counselling.
	Differences and similarities between Guidance and Counselling	40 minu	tes	Face-to-face Use mixed-ability grouto enable student teadiscuss the difference	upings achers es and tween selling roups	Face-to-face In your mixed-ability groups, discuss the similarities and differences between Guidance and Counselling and prepare your findings on a poster for presentation to the whole class.

	History of Guidance and Counselling	10 minutes	Use tutor led discussion to identify the trends in the development of Guidance and Counselling in general, and make specific	Listen and contribute to discussion, and make notes on the history of Guidance and Counselling (including the situation in Ghana).
			reference to the Ghanaian context.  Digital Literacy Ask student teachers to	<b>Digital Literacy</b> Surf the internet for
		30 minutes	search from the internet, the trends (history) of Guidance and Counselling. In mixed-ability groups, ask student teachers to list the trends in the development of Guidance and Counselling (including the context of Ghana) on a manila card and display them in the lecture room.	information on the history of Guidance and Counselling. Summarise the trends of Guidance and Counselling on a manila card and display them in the lecture room.
	Misconception s and Barriers to Counselling in Upper Primary Schools	30 minutes	Face-to-face Use shower thoughts to elicit views of student teachers on misconceptions and barriers to counselling, and cite specific examples from the perspectives of learners from Early Grade school settings. Encourage student teachers to put down notes.	Face-to-face Contribute to the discussion on misconceptions and barriers to counselling and prepare your notes on it.
	Conclusion	10 minutes	Review with student teachers, the key points discussed in the lesson.  Ask student teachers to read on principles and types of Guidance and Counselling. Identify volunteers among the student teachers and ask them to read and prepare for a role play on the roles of teachers and parents in Guidance and Counselling for learners in Early Grade schools.	Contribute to the review by sharing your ideas on what has been learned. For the next lesson, read on principles and types of Guidance and Counselling as well as the roles of teachers and parents in Guidance and Counselling for learners in Early Grade schools. Prepare for the role play.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	and Counselling. This will be part of Assesses the foll NTS 2c: Has sect knowledge for the NTS 3d: Manage NTS 3e: Employe	of group prese Group report of the portfolio owing NTS: ((N cure content k ne school and g s behaviour an s a variety of i	Assessment and Group Reportation on the differences and on trends in the development of student teachers to be submars 2c, 3d, 3e, 3f and 3m) nowledge, pedagogical knowledge, they teach.  d learning with small and large	nitted by the end of Lesson 11. edge and pedagogical content
	and critical think  NTS 3f: Pays atte		rners, especially those with Spe	ecial Education Needs (SEN)

	NTS 3m: Identifies and remediates learners' difficulties or misconceptions, referring learners.
Instructional Resources	Transforming Teacher Education and Learning (2016). Teaching and learning materials:  Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)  Transforming Teacher Education and Learning (2016). Group work: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)  Transforming Teacher Education and Learning (2016). Creative approaches: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)  Mobile phones  Laptops  Videos from YouTube on features of physical development in middle childhood.
Required Text (core)	Ackummey, M. A., & Ackom, P. E. (2010). Counselling in teacher education. Winneba: Institute for Educational Development and Extension.  Akindde, E. A. (2012). Introduction to modern guidance and counselling: A basic text for tertiary institutions. Ibadan: Brightways Publishers.  Antwi, T. (2016). Introduction to guidance and counselling for the basic school educator. Accra: Design's Network.  Bedu-Addo, P. K. A. (2014). Guidance and counselling "unmasked". Kumasi: Approacher's Ghana Limited.  Buku, D. K., Noi-Okwei, C., & Wilson, K. N. (2012). Counselling skills and strategies. Accra: SEDCO Publishing Ltd.  Namale, M. K. (2012). Guidance and counselling in education. Tema: Richblank Publications.
Additional Reading List	Ackummey, M. A. (2003). <i>Organization and administration of school guidance programme</i> . Accra: Media Graphic & Press Ltd. Gibson, R. L., & Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7 <sup>th</sup> ed.). New York: Pearson Education, Inc. Miller, D. F. (2010). <i>Positive child guidance</i> (6 <sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning. Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach</i> . Lagos: John-Lad Publisher Ltd. Shertzer, B., & Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3 <sup>rd</sup> ed.). Hughton: Mifflin Company.
CPD needs	Using Questioning and downloading relevant short videos to teach biological threats to human growth and development.

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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The lesson is aimed at exposing student teachers to the principles and types of Guidance and Counselling. It is also to introduce student teachers to the role of teachers and parents in Guidance and Counselling for learners in Early Grade schools. With this knowledge, student teachers, during school visits, will be able to analyse and evaluate the various Guidance and Counselling services available to learners in Early Grade schools.    Previous student teacher knowledge, prior learning (assumed)	Title of Lesson	Conceptual and I	Historical Iss	sues in Gui	dance and	Counselling	Lesson	3 Hours	
and Counselling. It is also to introduce student teachers to the role of teachers and parents in Guidance and Counselling for learners in Early Grade schools. With this knowledge, student teachers, during school visits, will be able to analyse and evaluate the various Guidance and Counselling services available to learners in Early Grade schools.  Previous student teacher knowledge, prior learning (assumed)  Student teachers have been introduced to the meaning, purpose, objective, and history of Guidance and Counselling. They have also been exposed to the differences and similarities between Guidance and Counselling, as well as the misconceptions of, and barriers to Guidance and Counselling in Early Grade schools.  Possible barriers to learning in the lesson  Delivery – chosen to support student teachers in achieving the outcomes  Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.  Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts etc. should be used in facilitating the lesson.  E-learning opportunities: Videos from YouTube on misconceptions and barriers to counselling. Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use various learning resources. Independent study: to enable student teachers to engage with relevant issues related to topic.  Practicum: working in mixed-ability groups for role play, discussion, and presentations.  It is expected that student teachers would be able to demonstrate understanding of the principles and types of Guidance and Counselling to learners in upper primary schools. It is envisaged that student teachers will be able to role play or simulate such roles of teachers and parents in Guidance and Counselling for learners in Early Grade schools (NTS 2c, 3e, 3f and 3m).		•				Ü	Duration		
in Guidance and Counselling for learners in Early Grade schools. With this knowledge, student teachers, during school visits, will be able to analyse and evaluate the various Guidance and Counselling services available to learners in Early Grade schools.  Previous student teacher knowledge, prior learning (assumed)  Possible barriers to learning (assumed)  Possible barriers to learning in the lesson  Lesson Delivery – chosen to support student teachers in achieving the outcomes  Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.  Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.  Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts etc. should be used in facilitating the lesson.  Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts etc. should be used in facilitating the lesson.  Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts etc. should be used in facilitating the lesson.  Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts etc. should be used in facilitating the lesson.  Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts etc. should be used in facilitating the lesson.  Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts etc. should be used in facilitating the lesson.  Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts etc. should be used in facilitating the lesson.  Face-to-face: Talk for learning approaches including pyramid and panel discussion, and parelection; student teachers to engage with relevant issues related to topic.  Practicum	Lesson description	The lesson is air	ned at expo	osing stude	nt teache	rs to the princ	ciples and type	s of Guidance	
student teachers, during school visits, will be able to analyse and evaluate the various Guidance and Counselling services available to learners in Early Grade schools.  Previous student teacher knowledge, prior learning (assumed)  Student teachers have been introduced to the meaning, purpose, objective, and history of Guidance and Counselling. They have also been exposed to the differences and similarities between Guidance and Counselling, as well as the misconceptions of, and barriers to Guidance and Counselling in Early Grade schools.  Possible barriers to learning in the lesson  Lesson Delivery - chosen to support student teachers in achieving the outcomes  Face-to-face  Face-to-face  [v]  Face-to-face   Practical   Work   Based   rs   Independe   E-learning opportunities   [v]   [v]   es   [v]    Lesson Delivery - main mode of delivery chosen to support student teachers in achieving the learning outcomes.  Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts etc. should be used in facilitating the lesson.  E-learning opportunities: Videos from YouTube on misconceptions and barriers to counselling.  Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use various learning resources.  Independent study: to enable student teachers to engage with relevant issues related to topic.  Practicum: working in mixed-ability groups for role play, discussion, and presentations.  It is expected that student teachers would be able to demonstrate understanding of the principles and types of Guidance and Counselling in Early Grade schools, and discuss the role of teachers and parents in offering Guidance and Counselling for learners in upper primary schools. It is envisaged that student teachers will be able to role play or simulate such roles of teachers and parents in Guidance and Counselling for learners in Early Grade schools (NTS 2c, 3e, 3f and 3m).	•	and Counselling. It is also to introduce student teachers to the role of teachers and parents							
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Student teacher knowledge, prior learning (assumed)		student teachers	s, during so	chool visits	, will be	able to analy	se and evaluat	e the various	
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Misconceptions about confidentiality which also serves as a barrier to learners availing themselves for counselling services.    Lesson Delivery - chosen to support student teachers in achieving the outcomes   Face-to-face   [v]	(assumed)	between Guidar	ice and Co	unselling,	as well as	s the miscon	ceptions of, an	d barriers to	
themselves for counselling services.  Lesson Delivery – chosen to support student teachers in achieving the outcomes  Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts etc. should be used in facilitating the lesson. E-learning opportunities: Videos from YouTube on misconceptions and barriers to counselling.  Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use various learning resources. Independent study: to enable student teachers to engage with relevant issues related to topic.  Practicum: working in mixed-ability groups for role play, discussion, and presentations.  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		Guidance and Co	unselling in	Early Grad	le schools.				
Lesson Delivery – chosen to support student teachers in achieving the outcomes  Face-to-face [V] Practical Learning   Practicum   Face-to-face   Practical Learning   Practicum   Face-to-face   Practical Learning   Face-to-face   Face-to-face   Face-to-face   Face-to-face   Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts etc. should be used in facilitating the lesson.  E-learning opportunities: Videos from YouTube on misconceptions and barriers to counselling. Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use various learning resources. Independent study: to enable student teachers to engage with relevant issues related to topic. Practicum: working in mixed-ability groups for role play, discussion, and presentations.  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	Possible barriers to learning	Misconceptions	about conf	identiality	which also	o serves as a	barrier to lea	rners availing	
Lesson Delivery - main mode of delivery chosen to support student teachers in achieving the learning outcomes.	in the lesson	themselves for c	ounselling s	ervices.					
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·	•	20, 30, 31 and 311	.).						
	NTS addressed								

Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome	CLO 1: Demonstrate a clear knowledge and understanding of the historical and conceptual issues in guidance and counselling (NTS 3f)		Discuss the principles     Guidance and Counselli     for learners in Early Graschools.     Explain the types     Counseling available learners in Early Graschools.     Role play and discuss trole of teachers aparents in offeri Guidance and Counsellit to learners in Early Graschools.	ng through critiquing and presentations. Digital literacy: Surfing the internet for relevant information on the themes to be discussed in the lesson. Creativity and innovation: thinking about ways of applying the characteristics of physical development in middle childhood classrooms.
Topic Title:	Sub-topic	Stage/ time	_	tivities to achieve outcomes y mode selected. Teacher-led
Conceptual and Historical			collaborative group work	or independent.
Issues in Guidance and Counselling II			Teacher Activity	Student Activity
J	Introduction: Course Learning Outcomes	10 minut	Lead student teachers discuss and understand Learning Outcomes for lesson. Review stud teachers' knowledge on readings on principles Guidance and Counselling, a role of teachers and pare in offering Guidance as Counselling to learners Early Grade schools.	the learning outcomes to be achieved at the end of the lesson.  Contribute to the review of the reading assignment.  In the learning outcomes to be achieved at the end of the lesson.  Contribute to the review of the reading assignment.
	Principles of Guidance and Counselling and Types of Counselling	40 minut	Literacy Put student teachers i mixed-ability groups them to discuss principles of Guidance a Counselling and pres their findings through point presentation comments and furt discussion. Supervise mix group activities to ens	In your mixed-ability groups, discuss the principles of Guidance and Counselling, and the types of Counselling. Ensure you actively participate in the discussion with your group members.

	Principles of Guidance and Counselling and Types of Counselling	40 minutes	Seminar Use mixed-ability groups to enable student teachers discuss the differences and similarities between Guidance and Counselling after which they do power point presentation for comments and further discussion.	Face-to-face Share your group findings with the whole class through power point presentation for comments and further discussion.
	Role of Teachers and Parents in Guidance and Counselling in Upper Primary Schools	45 minutes 30 minutes	Practicum Invite volunteer student teachers to role play/simulate the role of teachers and parents in offering guidance and counselling to learners in	Practicum Critically observe/watch the role play/simulation and put down notes for discussion.  Face-to-face
	Schools		Early Grade schools.  Face-to-face  Based on the role play/simulation, use shower thought to enable student teachers to discuss the role of teachers and parents in offering Guidance and Counselling in Early Grade schools. Ask student teachers to reflect on these roles as observed during school visits. Ask student teachers to prepare their own notes from the discussion.	Contribute to the discussion and share your observation and experiences (during STS) on how teachers and parents help in offering guidance and counselling in Early Grade schools. Prepare your own notes from the comments and discussions.
	Conclusion	15 minutes	Review student teachers' understanding of the key issues discussed in the lesson. Ask student teachers to research and read on Guidance and Counselling for the next lesson.	Face-to-face Contribute to the discussion to review what was learned.
Lesson assessments –	In-lesson Assess	ment (Group	Presentation: Assesses Course I	earning Outcomes 1)
evaluation of learning: of, for			ties and differences between G	
and as learning within the	· ·		f student teachers to be submit	ted at the end of Lesson 11.
lesson			NTS 2c, 3d, 3e, 3f and 3m)	odgo and nodagogical content
			knowledge, pedagogical knowle grade they teach.	cuge and pedagogical content
	NTS 3d: Manage	s behaviour ar	nd learning with small and large	
		•	instructional strategies that en	courages student participation
	and critical think	-	arners, especially those with Spo	ecial Education Needs (SEN)
			nediates learners' difficulties	
	learners.			
Instructional Resources	_		on and Learning (2016). <i>Teachin</i> <i>le for tutors</i> . Accra. Ministry of E	-
	-		on and Learning (2016). <i>Group v</i>	
	_		Accra. Ministry of Education (w	-
			on and Learning (2016). Creative	
	development gui Mobile phones	de for tutors.	Accra. Ministry of Education (w	ww.t-tel.org)
	Laptops			
	<u> </u>			

	Videos from YouTube on features of physical development in middle childhood.
Required Text (core)	Ackummey, M. A., & Ackom, P. E. (2010). Counselling in teacher education. Winneba: Institute for Educational Development and Extension.  Akindde, E. A. (2012). Introduction to modern guidance and counselling: A basic text for tertiary institutions. Ibadan: Brightways Publishers.  Antwi, T. (2016). Introduction to guidance and counselling for the basic school educator. Accra: Design's Network.
	Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i> . Kumasi: Approacher's Ghana Limited.  Buku, D. K., Noi-Okwei, C., & Wilson, K. N. (2012). <i>Counselling skills and strategies</i> . Accra: SEDCO Publishing Ltd.  Namale, M. K. (2012). <i>Guidance and counselling in education</i> . Tema: Richblank Publications.
Additional Reading List	Ackummey, M. A. (2003). Organization and administration of school guidance programme. Accra: Media Graphic & Press Ltd.  Gibson, R. L., & Mitchell, M. (2008). Introduction to counselling and guidance (7 <sup>th</sup> ed.). New York: Pearson Education, Inc.  Miller, D. F. (2010). Positive child guidance (6 <sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning.  Oladele, J. O. (2000). Guidance and counselling. A functional approach. Lagos: John-Lad Publisher Ltd.  Shertzer, B., & Stone, S. C. (1980). Fundamentals of counselling (3 <sup>rd</sup> ed.). Hughton: Mifflin Company.
CPD needs	Using Questioning, Group Work, and Role Play to teach Meaning, purpose, objectives of Guidance and Counselling, and the differences and similarities between them.

Title of Lesson	Guidance Serv	vices				Lesson	3 Hours			
Title of Lesson	Guidance Serv	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				Duration	3110013			
Lesson description	The lesson is	aimed at ex	posing stu	dent teac	hers to the s	guidance Servic	es. With this			
•		knowledge, student teachers, during school visits, will be able to analyse and evaluate the								
	0 ,		, ,		•	schools. The le				
	-				•	ting guidance s				
	their internshi									
Previous student teacher	Student teach	ers have been	introduced	d to the pri	inciples of gui	dance and coun	selling as well			
knowledge, prior learning	as the types of	of counselling.	Again, stu	dent teach	ners were give	n the opportur	nity to benefit			
(assumed)	from orientat	ion and caree	r services	while at t	he Junior and	Senior Highs	Schools. Also,			
	student teach	ers were giver	orientatio	n when th	ey were initia	lly admitted to	the College of			
	Education.									
Possible barriers to learning	Some student	teachers migh	nt not have	benefited	from guidanc	e services while	e at the Junior			
in the lesson	and Senior Hig	gh Schools.								
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Semina	Independe	E-learning	Practicum [			
support student teachers in	face [v]	Activity	Based	rs	nt Study	opportuniti	]			
achieving the outcomes		[ ]	Learnin	[√]	[ 1	es				
			g			[√]				
Lesson Delivery – main mode						and panel disc	ussion, think-			
of delivery chosen to support	•	ower thoughts			_					
student teachers in achieving		pportunities: \	Videos tro	m YouTu	be on misco	onceptions and	l barriers to			
the learning outcomes.	counselling.									
			-			ssion and refle	ction; student			
	and/or tutor l			-						
	topic.	study: to ena	bie studen	t teachers	to engage w	ith relevant issu	ies related to			
Overarching outcome, what		ers would be	avnactad t	o demonst	trate understa	nding their und	lerstanding of			
you want the student						ols they visit fo	_			
teachers to achieve, serves	3e, 3f and 3m		naryse tile	JCI VICES UI	icieu by scilo	ois they visit to	1 313 (1413 26,			
as basis for the learning	Je, Ji alia Jili	,.								
outcomes. An expanded										
version of the description.										
Write in full aspects of the										

Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome	knowledge, understanding a of guidance s communication	onstrate and use services, skills inselling including ces for	•	Explain guidance services. Discuss the importance of guidance services in schools, with emphasis on Early Grade schools. Discuss by sharing observation and experiences from STS on how Early Grade schools provide guidance services for learners.	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?  Communication skills: through critiquing and presentations.  Digital literacy: Surfing the internet for relevant information on the themes to be discussed in the lesson.  Creativity and innovation: thinking about ways of applying the characteristics of physical development in middle childhood classrooms.  Equity and inclusivity: using various strategies in grouping students considering their background characteristics and abilities.
Topic Title: Guidance Services	Sub-topic	Stage/ time		Teaching and learning activity depending on the delivery management collaborative group work or Teacher Activity	node selected. Teacher-led
	Types, Meaning, Purpose, and Importance of Guidance Services in Early Grade Schools	10 minutes  120 minutes		Face-to-Face Review RPK of student teachers on meaning and types of guidance services.  Face-to-face Put student teachers into nine (9) mixed-ability groups and ask a representative of each group to ballot for the guidance service to discuss.  Each group should identify the guidance service selected, discuss the meaning, purpose, and importance in Early Grade schools.  Digital Literacy and Seminar  Ask each of the nine (9) groups to prepare power point on their findings and present to the whole class for comments and further discussion.  Ask student teachers to note the comments and write an individual project on guidance services to be submitted for assessment by the end of Lesson 11.	Face-to-face Share your views on the meaning and types of guidance services.  Face-to-face Put yourselves into nine (9) groups and select a representative to ballot on behalf of each group. This will enable each group to identify a guidance service to discuss on. In your groups, identify the guidance service selected, discuss its meaning, purpose, and importance in Early Grade schools.  Digital Literacy and Seminar Each group should prepare power point on their findings and present to the whole class for comments and further discussion.  Write and submit an individual project on guidance services for assessment by the end of Lesson 11.

		1	_	_							
	Reflection on	30	Face-to-face	Face-to-face							
	Observed	minutes	Ask student teachers to	Reflect and share your							
	Guidance		reflect and share their	observation and experiences							
	Services		observation from STS on	from STS on provision of							
	Provided by		guidance services offered	guidance services in Early							
	Upper Primary		in Early Grade schools.	Grade schools, the challenges							
	Schools		Such observation should	faced in providing these							
	During School		include the type of	guidance services, and the							
	Visits		guidance service provided,	innovative ways to address							
			the challenges faced in	these challenges for							
			providing these guidance	improvement.							
			services, and the	p. o vee.							
			innovative ways to address	For an assignment, write a							
			them.	reflect report of at most 1500							
			Ask student teachers to	words on this and submit as							
			write a reflective report of	part of your portfolio to be							
			at most 1500 words on this	submitted for assessment after							
			and submit as part of their	Lesson 11.							
			portfolio for assessment at								
	Complement	20	the end of Lesson 11.	Ashiraha							
	Conclusion	20	Use question and answer	Actively contribute to discussion on the review of the							
		minutes	technique to review the								
			key issues raised in the	key issues raised in the lesson.							
			discussion of the group								
			presentations and remind								
			student teachers of the								
			individual reflective report.								
Lesson assessments –		<b>sment</b> (Grou	p Presentation and Peer Asses	ssment: Assesses Course Learning							
evaluation of learning: of, for	Outcome 2)	- <b>c</b>		and the distribution of Description of Contribution							
and as learning within the				es. Individual Project on Guidance							
lesson				on 11. Individual reflective report							
				ls of visit and innovative ways to							
		nis wili torm	part of the portfolio to be sub-	mitted for assessment at the end							
		laia a NITC. /	NITC 0 0 11	of Lesson 11.							
	Assesses the following NTS: (NTS 3c, 3d)										
	NTS 3c: Creates	a safe, encou	raging learning environment.	rgo classes							
Instructional Passures	NTS 3c: Creates NTS 3d: Manage	a safe, encou es behaviour	raging learning environment. and learning with small and lar								
Instructional Resources	NTS 3c: Creates NTS 3d: Manage Transforming Te	a safe, encou es behaviour : eacher Educat	araging learning environment. and learning with small and lar tion and Learning (2016). <i>Teac</i> a	hing and learning materials:							
Instructional Resources	NTS 3c: Creates NTS 3d: Manage Transforming Te Professional dev	a safe, encou es behaviour a eacher Educat velopment gu	rraging learning environment. and learning with small and lar tion and Learning (2016). <i>Teac</i> ide for tutors. Accra. Ministry o	hing and learning materials: of Education (www.t-tel.org)							
Instructional Resources	NTS 3c: Creates NTS 3d: Manage Transforming Te Professional dev Transforming Te	a safe, encou es behaviour eacher Educat velopment gu eacher Educat	araging learning environment. and learning with small and lar tion and Learning (2016). <i>Teac</i> tide for tutors. Accra. Ministry of tion and Learning (2016). <i>Grou</i>	hing and learning materials: of Education (www.t-tel.org) p work: Professional							
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Instructional Resources	NTS 3c: Creates NTS 3d: Manage Transforming Te Professional dev Transforming Te development gu Transforming Te development gu Mobile phones Laptops	a safe, encou es behaviour eacher Educat velopment gu eacher Educat vide for tutors eacher Educat vide for tutors	traging learning environment. and learning with small and lartion and Learning (2016). Teaction and Learning (2016). Group it on and Learning (2016). Group it on and Learning (2016). Group it on and Learning (2016). Creation and Learning (2016). Creation and Learning (2016).	hing and learning materials: of Education (www.t-tel.org) p work: Professional (www.t-tel.org) tive approaches: Professional (www.t-tel.org)							
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	<ul> <li>Miller, D. F. (2010). Positive child guidance (6<sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning.</li> <li>Oladele, J. O. (2000). Guidance and counselling. A functional approach. Lagos: John-Lad Publisher Ltd.</li> <li>Shertzer, B., &amp; Stone, S. C. (1980). Fundamentals of counselling (3<sup>rd</sup> ed.). Hughton: Mifflin Company.</li> </ul>
CPD needs	Using talk for learning approaches and group work to teach development of guidance and
	counselling, and misconceptions of guidance and counselling.

Year of B.Ed.	3	Semester	1	Place of lesson in semester	123 <b>4</b> 56789101112
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Title of Lesson		tion Skills in				Lesson Duration	3 Hours			
Lesson description	The lesson intends to provide student teachers with the knowledge and understanding of the concept of communication skills in counselling, and explain the various communication skills in counselling. With this knowledge and understanding, student teachers will have the skills in communicating with learners during guidance and counselling sessions with learners during STS.									
Previous student teacher knowledge, prior learning (assumed)	Student teachers were also exposed to guidance services in schools in the previous lesson. Again, student teachers have been communicating with learners with learning difficulties and other behaviour challenges with the aim of helping address these challenges.  Student teachers may not be familiar with the appropriate skills in communicating during									
Possible barriers to learning in the lesson		ichers may n nd counselling		ar with the a	appropriate sl	kills in commur	nicating during			
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [v]	Practical Activity	Work- Based Learning	Seminars [ $\forall$ ]	Independe nt Study [ \forall ]	E-learning opportuniti es	Practicum [V]			
of delivery chosen to support student teachers in achieving the learning outcomes.  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	E-learning opportunities: Videos from YouTube on misconceptions and barriers to counselling.  Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use various learning resources.  Independent study: to enable student teachers to engage with relevant issues related to topic.  Practicum: working in mixed-ability groups for role play, discussion, and presentations.  It is expected that student teachers would be able to understand the concept of communication skills in counselling, explain the skills in counselling and demonstrate how these skills are used in counselling sessions (NTS 3c, and 3d).									
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome	Learning Ou	utcomes	Lear	ning Indicato	ors	Identify which issues – transferable inclusivity, addressing di will these be developed?	core and skills equity and versity. How			
	cLO 2: Dem knowledge, understand of guidance communica and counse techniques, online resor counselling NTS 3c, 3d)	ing and use services, tion skills lling including urces for (NTECF p.68;	the p commodure count count count count count responsible count reflections confidence c	ain community of community of communication in selling.  It is selling.  It is selling.  It is responding selling (contionses and quality of contionses feedback selling (paraction of feelimentation, for marising).	nskills in ng skills in inuation iestioning). skills in phrasing, ngs and	Communication through critique presentations. Digital literacy internet for relinformation on to be discussed Creativity and it thinking about applying the chof physical deventidle childhoclassrooms. Equity and incl	ing and  : Surfing the evant the themes din the lesson. Innovation: ways of naracteristics elopment in od			

Communication Skills in Counselling	Sub-topic Sub-topic	Stag	con	_	Various strategies in grouping students considering their background characteristics and abilities. activities to achieve outcomes by mode selected. Teacherwork or independent.  Student Activity
	Introduction: The Concept of Communication Skills in Counselling	of ion in		Face-to-Face Use question and answer technique to review student teachers' knowledge on communication skills and help them to explain the concept of communication skills in Counselling.	Face-to-face Share your understanding of communication skills. With your understanding of communication skills, explain in your own words the meaning of communication skills in counselling.
	Communication Skills in Counselling			Face-to-face and Seminar Put students into mixed-ability groups and ask them to discuss the communication skills in counselling, and present during the lesson for comments and further discussion. Let student teachers peer assess presentation of the various groups.	Face-to-face and Seminar In your groups, discuss the communication skills in counselling and write your answers to be presented for comments and further discussion. Peer assess the presentation by the various groups.
	Role Play of Communication Skills in and Counselling	80 m	ninutes	Practicum Ask student teachers to role play the various communication skills in counselling for discussion.	Practicum  Demonstrate how to use the various communication skills in a counselling session.  Contribute to the discussion after the role play.
	Conclusion	20 minutes		Review with student teachers, the key points discussed in the lesson. Ask student teachers to read on conditions for counselling and the stages in the counselling process. Ask them to download and watch short videos on traditional techniques and online techniques in counselling for discussion during the next lesson.	Contribute to the review by sharing your ideas on what has been learned. Read on conditions for counselling and the stages in the counselling process. Download and watch short videos from YouTube on counselling techniques.

Lesson assessments –	Formative Assessment (In-lesson Assessment through peer review of mixed-ability group
evaluation of learning: of, for	presentations: Assesses Course Learning Outcome 2). This will form part of end of semester
and as learning within the	examination.
lesson	Assesses the following NTS: ((NTS 3c, 3d)
	NTS 3c: Creates a safe, encouraging learning environment.
	NTS 3d: Manages behaviour and learning with small and large classes.
Instructional Resources	Transforming Teacher Education and Learning (2016). Teaching and learning materials:
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). Group work: Professional
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). Creative approaches: Professional
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Mobile phones
	Laptops
	Videos from YouTube on features of physical development in middle childhood.
Required Text (core)	Ackummey, M. A., & Ackom, P. E. (2010). Counselling in teacher education. Winneba:
	Institute for Educational Development and Extension.
	Akindde, E. A. (2012). Introduction to modern guidance and counselling: A basic text for
	tertiary institutions. Ibadan: Brightways Publishers.
	Antwi, T. (2016). Introduction to guidance and counselling for the basic school educator.
	Accra: Design's Network.
	Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i> . Kumasi: Approacher's
	Ghana Limited.
	Buku, D. K., Noi-Okwei, C., & Wilson, K. N. (2012). Counselling skills and strategies. Accra:
	SEDCO Publishing Ltd.
	Namale, M. K. (2012). <i>Guidance and counselling in education</i> . Tema: Richblank Publications.
Additional Reading List	Ackummey, M. A. (2003). Organization and administration of school guidance programme.
	Accra: Media Graphic & Press Ltd.
	Gibson, R. L., & Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7 <sup>th</sup> ed.). New
	York: Pearson Education, Inc.
	Miller, D. F. (2010). <i>Positive child guidance</i> (6 <sup>th</sup> ed.). Belmont, California: Wadsworth,
	Cengage Learning.
	Oladele, J. O. (2000). Guidance and counselling. A functional approach. Lagos: John-Lad
	Publisher Ltd.  Short-or, R. & Stone, C. C. (1980). Fundamentals of sourcelling (2 <sup>rd</sup> od.). Hughton, Miffling.
	Shertzer, B., & Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3 <sup>rd</sup> ed.). Hughton: Mifflin
CPD needs	Company.  Using Questioning and creative approaches to teach communication skills in counselling.
CPD fieeds	osing Questioning and creative approaches to teach communication skills in counselling.

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1234 <b>5</b> 6789101112
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Title of Lesson	Counsellin Grade Sch	-	s for Behavi	our Modifi	cation in Early	y Lesson Duration	3 Hours					
Lesson description	The lesson exposes student teachers to the conditions that facilitate counselling, and the various stages in the counselling process. It discusses the various techniques (including online techniques) for behaviour modification among learners in Early Grade schools. These techniques, which include cognitive restructuring and assertive training; modelling; systematic desensitisation and relaxation, will expose student teachers to the various strategies to use in counselling learner in Early Grade school settings.											
Previous student teacher knowledge, prior learning		Student teachers have been introduced to communication skills in counselling. Again, student teachers have in various ways and circumstances, observed or experienced the										
(assumed)		techniques teachers use in counselling learners in order to modify their behaviour.										
Possible barriers to learning in the lesson	Lack of ski	Lack of skills to apply appropriate techniques in counselling situations in schools.										
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [ V ]	Practical Activity [ V ]	Work- Based Learning	Semina rs [ \forall ]	Independe nt Study [ V ]	E-learning opportuniti es	Practicum [					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.  Overarching outcome, what you want the student teachers to	lessons. E-learning in middle of Seminars: student te Independe to topic. Practical a Practicum Student te the variou	E-learning opportunities: Videos from YouTube on features of intellectual development in middle childhood.  Seminars: to generate group and individual creativity, discussion and reflection among student teachers.  Independent study: to enable student teachers to engage with relevant issues related										
achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	desensitisa are used	ation and reducing STS.	laxation as More so, s	techniques tudent tea	of counselling	ng and demons able to identi	ng; systematic trate how they fy and explain					
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	Learning Outcomes  Learning Indicators  Identify which cross cutt issues – core and transferable skills, inclusivity, equity and addressing diversity. Ho will these be addressed developed?											
	of guidan communica and techniques, online re	ling and us ice service ition skil counsellir , includir	that course, expressions of courses assumed the course assumed the cou	lain the co t facilitate inselling ilain the sta inselling pr e play the t counselling tructuring a ertive train delling; sys iensitisation exation) cuss the teconline cou	ages in the occess rechniques (cognitive and ing; tematic n and chniques	Planning implementing Digital literact mobile devices information. Communicatio through cri presentations. Equity and in various strateg	y: using their s to search for					

Topic title Counselling Techniques for	Sub-topic	Stage/time	depending on the delivery	
Behaviour Modification in Upper Primary Schools I			led collaborative group we Teacher Activity	Student Activity
	Introduction	20 minutes	Face-to-face Review student teachers' RPK based on their observation and experiences during STS on conditions necessary for counselling, and techniques for modifying behaviour of learners.	Face-to-face Share views on your observation and experiences during STS on conditions necessary for counselling, and techniques for modifying behaviour of learners
	Conditions Necessary for Counselling, and Stages in Counselling	40 minutes	Face-to-face and Seminar Use mixed-ability groups to enable student teachers discuss the conditions necessary for counselling, and stages in the counselling process and present their findings using poster. Lead student teachers make comments on the presentations. Encourage them to prepare their notes from the poster presentations and the comments made	Face-to-face and Seminar In your group, discuss the conditions necessary for counselling, and stages in the counselling process. Present your findings using poster. Prepare your notes from the poster presentations by incorporating the comments made during the presentations.
	Techniques (including online techniques) in Counselling	40 minutes	(PD Theme 4).  Face-to-face and Seminar Reshuffle the mixed-ability groups used earlier, and ask student teachers to discuss the counselling techniques (including online techniques). Ask various groups to prepare their findings for group presentation. Encourage student teachers to comment on the presentation by each group to improve on them. Let student teachers peer assess and score the presentations.	presentations.
	Role play of Techniques in Counselling	60 minutes	Practicum Ask student teachers to demonstrate the use of the counselling techniques through a role play after which they comment for improvement (PD Theme 1.	Practicum  Observe the role play and note issues for comments, clarifications, questions, and suggestions.

	1	1		1
	Conclusion	20 minutes	Summarise lesson by indicating the key issues raised. Give a reading assignment on creative approaches in counselling learners in upper primary schools (refer student teachers to PD Theme 1; ask student teachers to download short videos from YouTube on creative approaches in counselling).	Take note of key issues raised in the lesson. Read on creative approaches in counselling for the next lesson. Make reference to PD Theme 1. Download and watch short videos from YouTube on the use of creative approaches in counselling.
Lesson assessments – evaluation	Formative As	sessment (In-les		er assessment: Assesses CLO
of learning: of, for and as	2			
learning within the lesson	Mixed-ability	group present	ations on counselling te	chniques (including online
				ons should be part of the
			ssessment at the end of Less	
	Assesses: NTS	3c, and 3d		
	NTS 3c: Create	es a safe, encoura	ging learning environment.	
			d learning with small and lar	
Instructional Resources	_			hing and learning materials:
				of Education (www.t-tel.org)
	_		n and Learning (2016). Ques	
			Accra. Ministry of Education (	= 1
	_		n and Learning (2016). <i>Grou</i> Accra. Ministry of Education (	-
				from YouTube on intellectual
		in middle childho		nom rourabe on intellectual
Required Text (core)				teacher education. Winneba:
			l Development and Extensio	
	Akindde, E. A.	. (2012). Introduc	tion to modern guidance and	d counselling: A basic text for
		y institutions. Iba	o ,	
				for the basic school educator.
		Design's Network		
				lling "unmasked". Kumasi:
		acher's Ghana Lin		nselling skills and strategies.
		SEDCO Publishing		ischning skins und strutegies.
		•	•	education. Tema: Richblank
	· ·	cations.	J	
Additional Reading List	Ackummey,	M. A. (2003).	Organization and administ	tration of school guidance
		Accra: Media Grap		41.
				elling and guidance (7 <sup>th</sup> ed.).
		arson Education, I		
		•	niia guidance (6 <sup></sup> ed.). Beln	nont, California: Wadsworth,
	Cengage Leari	-	and councelling. A function	al approach. Lagos: John-Lad
	Publisher Ltd.	•	una counselling. A junction	ui uppioucii. Lagos. Joilli-Ldu
			1980). Fundamentals of co	unselling (3 <sup>rd</sup> ed.). Hughton:
	Mifflin Compa		,	3 (
CPD needs			Work for Intellectual De	velopment and its learning
	implications.			

Year of B.Ed. 3 Seme	ster 1	Place of lesson in semester	12345 <b>6</b> 789101112
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Title of Lesson	Counselli Grade Sc		ues for	Beha	aviour Modif	fication in Early		Lesson Duration	3 Hours		
Lesson Description	The lesson introduces student teachers to the appropriate creative approaches used in counselling learners in Early Grade schools. These approaches, which include games, play, rhymes and poems, songs, and modelling, seek to enable student teachers to understand how they are applied in counselling learners in Early Grade school settings. The lesson therefore seeks to prepare student teachers to provide effective counselling for learners during STS.										
Previous student teacher knowledge, prior learning (assumed)	Student counselli	Student teachers have been introduced to techniques (including online techniques) in counselling in the previous lesson.									
Possible barriers to learning in the lesson	Might no	Might not be aware of how to use creative approaches in counselling learners.									
Lesson Delivery – chosen to support student teachers in achieving the outcomes Lesson Delivery – main mode	Face- to-face [ \forall ]	Practical Activity [ V ]	Work Based Learn	l ing	Seminars [ $\forall$ ]	Independent Study [ v ]  nk, pair share s	opp( [ √ ]		Practicum [v ]		
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	seminars and/or to Independ topic. Practical Practicur It is expe	lessons. E-learning opportunities – Videos from YouTube on various kinds of resources used for teaching and learning. Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use various learning resources. Independent study: to enable student teachers to engage with relevant issues related to topic. Practical activity: working in groups or individually on projects for presentation. Practicum: working in mixed-ability groups for role play, discussion, and presentations. It is expected that student teachers would be able to explain the creative approaches in counselling, and use them appropriately when they are on STS (NTS 3c, 3d.									
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome	Learning	Outcomes		•	Learning Ind	licators	issu trai incl add will	ies – nsferable lusivity, d lressing div	cross cutting core and skills, equity and versity. How addressed or		
	knowleda understa of guid commun and techniqu online	nding and ance serv ication counse	use ices, skills elling ding for	i ● I	n counsellin Demonstrate creative a	e the use of pproaches in earners in Early	Cor Thr crit pre Dig inte info gro des pre dev Per	mmunication ough group iquing sentations. ital literacy ernet for ormation discussign of pow sentation velopment. sonal cough team	discussions, and Surfing the relevant		

				arguments in support of the use of resources for teaching.  Equity and inclusivity: Using various strategies in grouping students considering their background characteristics
				and abilities for instructional activities.  Reflection and Critical thinking: Through examination of the application of social development in Early Grade classrooms.
Topic Title:		a	Teaching and learning activities to	
Counselling Techniques for	Sub-topic	Stage/time	depending on the delivery mode s	
Behaviour Modification in Early Grade Schools II			collaborative group work or indep Teacher Activity	Student Activity
		20	·	•
	Introduct ion	20 minutes	Face-to-face Use lecturette and questioning to review student teachers' understanding of counselling techniques as discussed in the previous lesson and link it to their knowledge of creative approaches in counselling from the reading assignment (PD Theme 2, pp. 27-32).	Face-to-face Provide relevant answers by sharing your views on the issues under discussion.
	Creative Approach es in Counselli ng	80 minutes	Independent Study and group discussion  Use pyramid discussion to involve student teachers to discuss the creative approaches in counselling learners in Early Grade schools, after which groups present their findings for comments and further discussion. Assist student teachers to cite relevant examples from their observations during STS (where necessary). Encourage student teachers to prepare notes on the issues discussed (PD Theme 3).	Independent Study and group discussion Participate actively in the pyramid discussion on characteristics of social development in middle childhood. Indicate relevant examples from your observations during STS (where necessary). Prepare your own notes from the discussions.
	Use of Creative Approach es in Counselli ng	60 minutes	Practicum In their groups, ask student teachers to demonstrate the use of selected creative approaches in counselling after which comments are given. (PD Theme 1.	Practicum Observe the role play and note issues for comments, clarifications, questions, and suggestions.
	Conclusio n	20 minutes	Guide student teachers to summarise lesson by identifying key points discussed.	Answer questions and note down key points from the lesson. Take note of topic for Lesson 4 and read on it.

Lesson assessments –	Component 2: Formative Assessment (In-lesson Assessment by peers: Addresses CLO 2)
evaluation of learning: of, for	Mixed-ability group presentations on creative approaches in counselling. Corrected group
and as learning within the	reports should form part of individual student portfolio to be submitted for assessment at
lesson	the end of Lesson 11
	Assesses: NTS 3c, 3d
	NTS 3c: Creates a safe, encouraging learning environment.
	NTS 3d: Manages behaviour and learning with small and large classes.
Instructional Resources	Transforming Teacher Education and Learning (2016). Teaching and learning materials:
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). Questioning: Professional
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). Group work: Professional
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Mobile phones, Laptops, Videos from YouTube, Animations and pictures.
Required Text (core)	Ackummey, M. A., & Ackom, P. E. (2010). Counselling in teacher education. Winneba:
	Institute for Educational Development and Extension.
	Akindde, E. A. (2012). Introduction to modern guidance and counselling: A basic text for
	tertiary institutions. Ibadan: Brightways Publishers.
	Antwi, T. (2016). Introduction to guidance and counselling for the basic school educator.
	Accra: Design's Network.
	Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i> . Kumasi: Approacher's
	Ghana Limited.
	Buku, D. K., Noi-Okwei, C., & Wilson, K. N. (2012). Counselling skills and strategies. Accra:
	SEDCO Publishing Ltd.
	Namale, M. K. (2012). Guidance and counselling in education. Tema: Richblank
	Publications.
Additional Reading List	Ackummey, M. A. (2003). Organization and administration of school guidance
	programme. Accra: Media Graphic & Press Ltd.
	Gibson, R. L., & Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7 <sup>th</sup> ed.).
	New York: Pearson Education, Inc.
	Miller, D. F. (2010). <i>Positive child guidance</i> (6 <sup>th</sup> ed.). Belmont, California: Wadsworth,
	Cengage Learning.
	Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach</i> . Lagos: John-Lad
	Publisher Ltd. Shertzer, B., & Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3 <sup>rd</sup> ed.). Hughton: Mifflin
CDD moods	Company.
CPD needs	Using questioning, group work and role play in teaching creative approaches.

Year of B.Ed. 3 Semester	1	Place of lesson in semester	123456 <b>7</b> 89101112
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Title of Lesson	Assessmen	t Inventori	es for Cour	selling and P	racticum		Lesson Duration	3 Hours			
Lesson Description	used to ga student te	This lesson is designed to expose student teachers to various assessment inventories that used to gather relevant information on learners with diverse needs. It would thus equip student teachers with the requisite skills to enable them profile learners in diverse learning contexts in other to put in appropriate interventions to support their learning.									
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in	them to baschools.	Student teachers have taken the course 'inclusive school-based inquiry' that exposed them to basic data collection tools they used for child study during supported teaching in schools.  Student teachers would not have had the experience of counselling learners.									
the lesson Lesson Delivery – chosen to support student teachers in achieving the outcomes	face [ √ ]	Practical Activity	Work- Based Learning	Seminars [ $\forall$ ]	Independen Study [ V ]	opp∈ [ √ ]		Practicum [V]			
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 on various kinds of resources used for teaching and learning.  Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use various learning resources.  Independent study: to enable student teachers to engage with relevant issues related to topic.  Practical activity: working in groups or individually on projects for presentation.										
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	Practicum: working in mixed-ability groups for role play, discussion, and presentations.  It is expected that student teachers would be able to explain the creative approaches in counselling, and use them appropriately when they are on STS (NTS 3c, 3d.										
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	Learning O	utcomes	Lea	rning Indicat	is s a t	ssues – kills, ir	core and nclusivity, ng diversit be add	oss cutting transferable equity and y. How will ressed or			
	and comn	te passion nitment in appropriate and t a in a for on of including th special arly Grade	to tec could divide the could be could	ners in Ear ools. oly ap	specific specific pations for line chniques in specific deeds of pations and modifying upporting learners needs in bols.	roup dispresenta Digital Internet Informati Discussion	for ion to he no, and ion to he no, and ion to he no, and ion to he no, about ways ng appropriand inclus strategies consider ind characteristics.	vation: s of ate TMs. ivity: Using in grouping			

Topic Title: Assessment Inventories for Counselling and Practicum	Sub-topic Stage/time Teaching and learning activities to achie depending on the delivery mode selection collaborative group work or independent			e selected. Teacher-led ependent.
			Teacher Activity	Student Activity
	Introduction	20 minutes	Face-to-face Use talk for learning approaches to review RPK and their experience in conducting child study. Link the discussion to lesson for the day (PD Theme 3).	Face-to-face Respond questions to review RPK.
	Meaning and Types of Assessment Inventories for Counselling and Practicum	40 minutes	Face-to-face and practical activity Guide student teachers to use their phones to explore the meaning of assessment inventories. Let student teachers work in groups to examine each of the assessment inventories such as: Career inventory, personality inventory, study habit inventory, learning styles inventory etc., and what they are used for (PD Theme 3).	Face-to-face and practical activity Use phone to explore and present findings. Work in small groups and present report.
	Use of Creative Approaches in Counselling	60 minutes	Face-to-face and practical activity  Provide samples for each samples of the inventories and assign each to a group to examine the constructs indicated, the items to be customized to suit the Ghanaian context and how data gathered can be scored and interpreted and used for counselling.  Each group should gather data with instrument from practice school during STS, analyse and interpret. Report should be added to portfolio.	Work in small groups to collect data with inventory and present report to be added to portfolio.
		40 minutes	Face-to-face Lead discussion on how interpretation made can be used to design various counselling interventions.	Face-to-face Participate in discussions and share experiences from STS
	Conclusion	20 minutes	Review key issues in lesson through questions and summarise.	Respond to questions to review lesson.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-lesson assessment: Group presentations during lessons and presentation of individual reflections (Addresses CLO 3) Group project on the use of inventories should be part of portfolio to be submitted in the 11 week This should be part of course portfolio. Addresses the following NTS: NTS 1d: Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher. NTS1e: Engages positively with colleagues, learners, parents, School Management			
	practice.		sociations and wider public as p	

	NTS 2s; Creates a safe encouraging learning environment		
	NTS 3c: Creates a safe, encouraging learning environment.		
	NTS 3f: Pays attention to all learners, especially girls and students with Special Educational		
	Needs, ensuring their progress.		
Instructional Resources	Mobile Phones, manila cards, markers, videos from YouTube, projectors, inclusive		
	education policy, Disability rights in Ghana.		
	Transforming Teacher Education and Learning (2016). Teaching and learning materials:		
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)		
	Transforming Teacher Education and Learning (2016). Questioning: Professional		
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)		
	Transforming Teacher Education and Learning (2016). Group work: Professional		
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)		
Required Text (core)	Ackummey, M. A., & Ackom, P. E. (2010). Counselling in teacher education. Winneba:		
	Institute for Educational Development and Extension.		
	Akindde, E. A. (2012). Introduction to modern guidance and counselling: A basic text for		
	tertiary institutions. Ibadan: Brightways Publishers.		
	Antwi, T. (2016). Introduction to guidance and counselling for the basic school educator.		
	Accra: Design's Network.		
	Bedu-Addo, P. K. A. (2014). Guidance and counselling "unmasked". Kumasi: Approacher's		
	Ghana Limited.		
	Buku, D. K., Noi-Okwei, C., & Wilson, K. N. (2012). Counselling skills and strategies. Accra:		
	SEDCO Publishing Ltd.		
	Namale, M. K. (2012). Guidance and counselling in education. Tema: Richblank		
	Publications.		
Additional Reading List	Ackummey, M. A. (2003). Organization and administration of school guidance		
	programme. Accra: Media Graphic & Press Ltd.		
	Gibson, R. L., & Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7 <sup>th</sup> ed.).		
	New York: Pearson Education, Inc.		
	Miller, D. F. (2010). <i>Positive child guidance</i> (6 <sup>th</sup> ed.). Belmont, California: Wadsworth,		
	Cengage Learning.		
	Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach</i> . Lagos: John-Lad		
	Publisher Ltd.		
	Shertzer, B., & Stone, S. C. (1980). Fundamentals of counselling (3 <sup>rd</sup> ed.). Hughton: Mifflin		
	Company.		
CPD needs	Workshop on the use of counselling inventories for planning interventions.		

Year of B.Ed. 3 Seme	ester 1	Place of lesson in semester	1234567 <b>8</b> 9101112
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Title of Leasen	Carragallin		:*In C.o.o.o.:	al Nia a da i		1	2 11		
Title of Lesson		g Learners				Lesson	3 Hours		
		ould be co-f		with a SEN		Duration			
		Resource Pe							
Lesson description						g ways of assessing			
	-				-	ions. It will thus ed			
				_		ons for removing			
	addressing	g learning	needs of	Early Grade	earners with	SEN to help pro	omote their		
	learning.								
Previous student teacher	Some stud	dent teache	rs have a	tended Early	Grade schools	s with learners w	ith SEN and		
knowledge, prior learning	therefore	appreciate	the diffici	Ilties faced by	learners and	facilitators. Stude	ent teachers		
(assumed)				ith SEN in thei					
Possible barriers to learning in						Grade learners w	vith SEN and		
the lesson		difficulties							
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Independe	E-learning	Practicum		
support student teachers in	face [ \forall ]	Activity	Based	[ \( \) ]	nt Study	opportunities			
• •	iace [ v ]	•			•	[ v]	[ ]		
achieving the outcomes	F 4- f	[ 1]	Learning		[ <b>V</b> ]				
Lesson Delivery – main mode						e used in facilitati	-		
of delivery chosen to support	_		es: videos	trom YouTube	on reatures of	of intellectual dev	eiopment in		
student teachers in achieving	middle chile								
the learning outcomes.	Seminars:	to generate	e group a	nd individual	creativity, disc	cussion and reflec	ction among		
	student tea								
	Independer	nt study: to	enable s	udent teache	rs to engage w	vith relevant issue	es related to		
	topic.								
	Practical ac	tivity: worki	ng in grou	ps or individua	ally on projects	s for presentation.			
	Practicum:	working in r	nixed-abil	ty groups for r	ole play, discu	ission, and presen	tations.		
Overarching outcome, what	Student tea	achers shou	ld be able	to explain th	e conditions t	hat facilitate cour	nselling, and		
you want the student teachers				•			-		
to achieve, serves as basis for			the various stages in the counselling process. It is expected that student teachers will be						
,,,	able to explain cognitive restructuring and assertive training; modelling; systematic								
the learning outcomes. An									
the learning outcomes. An expanded version of the	desensitisa	tion and rel	axation as	techniques of	counselling a	nd demonstrate h	ow they are		
expanded version of the	desensitisa used during	tion and rel g STS. More	axation as so, studei	techniques of t teachers wil	counselling a		ow they are		
expanded version of the description.	desensitisa used during	tion and rel g STS. More	axation as so, studei	techniques of	counselling a	nd demonstrate h	ow they are		
expanded version of the description. Write in full aspects of the	desensitisa used during	tion and rel g STS. More	axation as so, studei	techniques of t teachers wil	counselling a	nd demonstrate h	ow they are		
expanded version of the description. Write in full aspects of the NTS addressed	desensitisa used during online tech	tion and rel g STS. More niques for c	axation as so, studei	techniques of it teachers wil . (NTS 3c, 3d).	counselling a	nd demonstrate h entify and explain	ow they are appropriate		
expanded version of the description. Write in full aspects of the NTS addressed  • Learning Outcome for the	desensitisa used during	tion and rel g STS. More niques for c	axation as so, studei	techniques of t teachers wil	counselling a	nd demonstrate hentify and explain	ich cross		
expanded version of the description. Write in full aspects of the NTS addressed  • Learning Outcome for the lesson, picked and	desensitisa used during online tech	tion and rel g STS. More niques for c	axation as so, studei	techniques of it teachers wil . (NTS 3c, 3d).	counselling a	Identify whi	ow they are appropriate ich cross – core and		
expanded version of the description. Write in full aspects of the NTS addressed  • Learning Outcome for the lesson, picked and developed from the	desensitisa used during online tech	tion and rel g STS. More niques for c	axation as so, studei	techniques of it teachers wil . (NTS 3c, 3d).	counselling a	Identify whicutting issues transferable	ich cross - core and skills,		
expanded version of the description.  Write in full aspects of the NTS addressed  • Learning Outcome for the lesson, picked and developed from the course specification	desensitisa used during online tech	tion and rel g STS. More niques for c	axation as so, studei	techniques of it teachers wil . (NTS 3c, 3d).	counselling a	Identify whicutting issues transferable inclusivity, end	ich cross - core and skills, quity and		
expanded version of the description. Write in full aspects of the NTS addressed  • Learning Outcome for the lesson, picked and developed from the course specification  • Learning indicators for	desensitisa used during online tech	tion and rel g STS. More niques for c	axation as so, studei	techniques of it teachers wil . (NTS 3c, 3d).	counselling a	Identify whicutting issues transferable inclusivity, eaddressing dive	ich cross - core and skills, quity and ersity. How		
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<b>Topic title</b> Counselling Learners with Special Needs I	Sub-topic	Stage/time		rivities to achieve outcomes mode selected. Teacher-led or independent.  Student Activity
	Introduction	20 minutes	Face-to-face Review student teachers' RPK through questions to explore their views about challenges faced by learners with SEN there have encountered.	Face-to-face Provide appropriate responses for questions
	Idiographic Assessment	30 minutes	Face-to-face and e- learning opportunities Guide student teachers to use phones to search for meaning of idiographic assessment. Think-pair-share with a peer and with whole class	Face-to-face and e-learning opportunities Use phones to search for meaning of idiographic assessment. Think-pair-share with a peer and with whole class
	Unique Characteristics of Counsellor of Early Grade Learners with SEN	40 minutes	Independent learning Use talk for learning approaches to explore student teachers views on the general characteristics of an Early Grade counsellor. Let the work in small groups and present findings. Guide student teachers to organize their views using webs or concept maps.	Independent learning Work in small groups and present to whole class. Organise thoughts of groups with webs or concept maps.
	General Characteristics of Counsellor of Early Grade Learners with SEN	40 minutes	Independent Learning Use talk for learning approaches to explore student teachers views on the general characteristics of an Early Grade counsellor. Let the work in small groups and present findings.	Independent Learning Work in small groups and present to whole class. Organise thoughts of groups with webs or concept maps.
	Parent counselling and guidance services for Early Grade learners with SEN	30 minutes	Independent learning Guide student teachers to work in smaller groups to explore why parents of Early Grade learners with SEN need to be provided with counselling on how to support their wards. Lead discussion on some concerns such parents may have. For example; grief, loss and 'dream child', safety concerns and over protectiveness, attitude of other parents, and children discounting child's ability and transition concerns.	Independent learning Work in smaller groups to explore why parents of learners with SEN need to be provided with counselling on how to support their wards.

	1		T	1		
		20 minutes	Independent learning In their small groups, guide student teachers to	Independent learning In small groups, examine how parents can provide		
			examine how parents can	pedagogical support		
			provide pedagogical	present findings and		
			support and be involved	comment on presentations.		
			in the education of their	comment on presentations.		
			children with SEN. Let			
			student teachers present			
			findings and comment on			
			presentations.			
	Conclusion	10 minutes	Review key issues in	Respond to questions to		
	Conclusion	10 1111111111111	lesson through questions	review lesson.		
			and summarise.	review lesson.		
			Reading assignment:	Reading assignment: Read		
			Read the inclusive	the inclusive education		
			education policy and	policy and disability rights		
			disability rights in Ghana.	in Ghana.		
Lesson assessments –	In-lesson assess	ment: Group n		and peer assessment and		
evaluation of learning: of, for	comments (Addr		346 1000010	promote and		
and as learning within the			olio (quiz, child study reports	s) 30%		
lesson	Quiz on topics tr					
	Child study repo	rt on learners wit	th school related problems 1	5%		
	Addresses the fo	llowing NTS				
	_		hical teacher codes of condu	uct in his or her development		
	as a professional teacher.					
	NTS 1e: Engages positively with colleagues, learners, parents, School N					
		rent-Teacher Ass	sociations and wider public	as part of a community of		
	practice.		Atam managada ka tanaman ana	-4:		
			tion research to improve pra	ictice.		
			ng learning environment.	ants with Coosial Educational		
	Needs, ensuring		iers, especially girls and stud	ents with Special Educational		
Instructional Resources			and Learning (2016). Teachin	na and learning materials:		
mistractional resources			or tutors. Accra. Ministry of E			
			and Learning (2016). Questio			
	_		cra. Ministry of Education (w			
			and Learning (2016). Group v			
	development gui	de for tutors. Acc	cra. Ministry of Education (w	ww.t-tel.org)		
	Mobile phones,	Laptops, Videos	, Animations and pictures f	rom YouTube on intellectual		
	development in					
Required Text (core)				teacher education. Winneba:		
			evelopment and Extension.			
			_	counselling: A basic text for		
		stitutions. Ibadai	= -			
		. <i>Introduction to</i> sign's Network.	guidance and counselling J	or the basic school educator.		
		-	ance and counselling "unmo	asked". Kumasi: Approacher's		
	Ghana Lin		ance and counselling willing	onca . Namasii Approactict s		
			son, K. N. (2012). Counsellin	g skills and strategies. Accra:		
		iblishing Ltd.	, ( - ,	J		
		-	nce and counselling in e	education. Tema: Richblank		
	Publicatio					
Additional Reading List	Ackummey, M. A	A. (2003). <i>Organi</i>	zation and administration of	school guidance programme.		
		edia Graphic & Pr		at.		
				g and guidance (7 <sup>th</sup> ed.). New		
		rson Education, I				
			ild guidance (6" ed.). Belm	nont, California: Wadsworth,		
	Cengage I		and councelline A forest	al annuage laser labor l		
			ana counselling. A function	al approach. Lagos: John-Lad		
	Publisher	LTCI.				

	Shertzer, B., & Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3 <sup>rd</sup> ed.). Hughton: Mifflin Company.
CPD needs	Workshop on parents pedagogical support concerns and how to get involved in the education of their wards with SEN.

Year of B.Ed. 3 Semester	1	Place of lesson in semester	123456789101112
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Title of Lesson	Counselling Learners wit			cialist/Resou	Lesson rce Duration	3 Hours	
	Person)						
Lesson description	This lesson is designed to expose student teachers to varying ways of assessing individuals with specials needs in order to initiate counselling interventions and their ethical and legal implications. It will thus equip student teachers with a wide array of strategies and interventions for removing barriers and also adhere to ethical and legal implications while addressing learning needs of Early Grade learners with SEN to help promote their learning.						
Previous student teacher	Some student teachers h						
knowledge, prior learning (assumed)	and therefore appreciate with SEN in their schools policy and disability rights	of practi	ce. They are				
Possible barriers to learning in the lesson	Student teachers may h and the learner difficulties			ons about Ea	irly Grade learne	rs with SEN	
Lesson Delivery – chosen to support student teachers in achieving the outcomes	face [ √ ] I	Work- Based Learning	Seminars [ $\forall$ ]	Independe nt Study [ V ]	E-learning opportunities [ $ \lor $ ]	Practicum [ ]	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.  Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.	Face-to-face: Discussion, lecturette, think, pair share should be used in facilitating lessons.  E-learning opportunities: Videos from YouTube on features of intellectual development in middle childhood.  Seminars: to generate group and individual creativity, discussion and reflection among student teachers.  Independent study: to enable student teachers to engage with relevant issues related to topic.  Practical activity: working in groups or individually on projects for presentation.  Practicum: working in mixed-ability groups for role play, discussion, and presentations.  Student teachers will be able to demonstrate knowledge and understanding of ethical standards and legal concerns in counselling learners in their middle childhood stage(NTS 1d)						
Write in full aspects of the NTS addressed							
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	Learning Outcomes	Le	earning Indic	i i i	transferable inclusivity, eq addressing dive will these be ac developed?	ore and skills, uity and rsity. How ldressed or	
	CLO 4: Demonstrat knowledge an understanding of ethica standards and legar concerns in counsellin Early Grade learners itheir early childhoo stage(NTS 1d)	d p all cc all e g • E n ir d cc ir cc • D a	iscuss the rocedures counselling learly childhoo xplain the roper specific transfer of the rocent secus the conditional and learners thical and learners the conditional and learners thical and learners the roce thickness the roce th	in learners in id learners in id learners in id learners in id learners in learners in learners in learners in learners in learners is between in learners in lear	Creativity and Planning for implementing a red Digital literacy: mobile devices to information. Communication through critique presentations. Equity and inclusivarious strategrouping	r and ble play. using their b search for skills: uing and sivity: using	

			in counselling learners in early childhood. characteristics and abilities.
<b>Topic title</b> Counselling Learners with Special Needs II	Sub-topic Stage/tin		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 minute	
	Confidentiality or ethical issues in counselling Early Grade learners with SEN	40 minute	Seminar and e-learning opportunities (co-facilitate with resource person)  Lead discussion on confidentiality /ethical issues in counselling and what to consider.  SEN resource person facilitates using discussion on confidentiality/ethical issues to consider when counselling Early Grade learners with SEN.  Face-to-face and e-learning opportunities Participate in discussion by responding to questions.
	Unique Characteristics of Counsellor of Early Grade Learners with SEN	40 minute	
	General Characteristics of Counsellors of Early Grade Learners with SEN	40 minute	Independent Learning Use talk for learning approaches to explore student teachers views on the general characteristics of a counsellor. Let the work in small groups and present findings.  Independent Learning Work in small groups and present to whole class. Organise thoughts of groups with webs or concept maps.
	Parent counselling and guidance services for Early Grade learners with SEN	30 minute	Independent learning Guide student teachers to work in smaller groups to explore why parents of Early Grade learners with SEN, and the need to be provided with counselling on how to support their wards. Lead discussion on some concerns such parents may have. For example; grief, loss and 'dream child', safety concerns and over protectiveness, attitude of other parents, and children discounting child's ability and transition concerns.

			I	1
	Creating a safe	50 minutes	Independent learning	Independent
	counselling		Co-facilitate with SEN resource	learning
	environment		person to guide student	Participate in
	for Early Grade		teachers to think-pair and share	discussions and
	learners with		views on how to create a safe	present views in
	SEN;		counselling environment for	pairs.
			Early Grade learners with SEN.	
			Let selected pairs present and	
			use concept maps to organize	
			ideas presented. Add other	
			things to be considered to enrich discussion.	
	Kov	50 minutes	Face-to-face	Face-to-face
	Key counselling	50 minutes	Co-facilitate lesson with SEN	Participate in
	approaches/st		resource person and assist	discussion by
	rategies for		student teachers to discuss the	responding to
	Early Grade		counselling	questions.
	learners with		approaches/strategies for Early	questions.
	SEN		Grade learners with	
	JLIN		SEN/disability	
	Conclusion	20 minutes	Review key issues in lesson	Respond to questions
	Conclusion	20 111111111111111111111111111111111111	through questions and	to review lesson.
			summarise.	CO TOVICAN ICOSOTI.
Lesson assessments –	In-lesson assess	ment: Group r	presentations during lessons and	peer assessment and
evaluation of learning: of, for	comments. Addr		<b>0</b>	,
and as learning within the	Addresses the fo	llowing		
lesson	NTS 1d: Is guided	d by legal and e	ethical teacher codes of conduct in	his or her development
	as a professional			•
	NTS 1e: Engage	es positively w	vith colleagues, learners, parents	, School Management
	Committees, Par	rent-Teacher As	ssociations and wider public as pa	art of a community of
	practice.			
	NTS 3b: Carries o	out small-scale a	action research to improve practice.	
			ging learning environment.	
			rners, especially girls and students v	vith Special Educational
	Needs, ensuring			
Instructional Resources	_		n and Learning (2016). Teaching and	_
			for tutors. Accra. Ministry of Educa	
	_		and Learning (2016). Questioning:	=
			ccra. Ministry of Education (www.t-	
			n and Learning (2016). <i>Group work:</i>	
			ccra. Ministry of Education (www.t- s, Animations and pictures from Y	
	development in r			ourabe on intellectual
Required Text (core)			Du P. E. (2010). <i>Counselling in teache</i>	or education Winneha
negation real (core)	•		al Development and Extension.	caacation. willicua.
			tion to modern guidance and coun	selling: A basic text for
			adan: Brightways Publishers.	g 22222 tone you
			o guidance and counselling for the	basic school educator.
		Design's Networ	-	
			dance and counselling "unmasked"	'. Kumasi: Approacher's
	Ghana L	imited.	-	
	Buku, D. K., Noi-	Okwei, C., & W	ilson, K. N. (2012). Counselling skill	s and strategies. Accra:
	SEDCO I	Publishing Ltd.		
	Namale, M. K.	(2012). Guid	ance and counselling in educat	tion. Tema: Richblank
	Publicat			
Additional Reading List	·		nization and administration of school	l guidance programme.
		Лedia Graphic 8		
			2008). Introduction to counselling	and guidance (7 <sup>th</sup> ed.).
		rk: Pearson Edu		
			<i>hild guidance</i> (6 <sup>th</sup> ed.). Belmont,	California: Wadsworth,
	Cengago	e Learning.		

	Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach</i> . Lagos: John-Lad Publisher Ltd.  Shertzer, B., & Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3 <sup>rd</sup> ed.). Hughton: Mifflin Company.
CPD needs	Workshop on parents pedagogical support concerns and how to get involved in the education of their wards with SEN.

Year of B.Ed. 3 Semester	1	Place of lesson in semester	123456789101112
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Title of Lesson	Ethical stan	dards and le	egal concer	ns in counselli	ing	Lesson Duration	3 Hours		
Lesson description	This lesson	has been d	esign to ex	pose student	teachers to t	he ethical and le	gal issues in		
			-	•		learners) confide	-		
	information	shared sha	all be disc	ussed. This w	ill equip then	n to be able to	provide the		
					earners to lear				
Previous student teacher						ducation policy a			
knowledge, prior learning	-	rights in Ghana and are also providing varying kinds of support for learners during STS.							
(assumed)					elling with SEN				
Possible barriers to learning in		_	not have u	ındertaken a f	full counselling	g session with an	Early Grade		
the lesson	school learr			1		T - 1 ·	T		
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Independe	E-learning	Practicum		
support student teachers in	face [ v ]	Activity [ √ ]	Based Learning	[ \( \) ]	nt Study [√]	opportunities  [ v ]	[ ]		
achieving the outcomes  Lesson Delivery – main mode	Eaco to face	• •		think pairs		e used in facilitat	ing lossons		
of delivery chosen to support						f intellectual dev			
student teachers in achieving	middle child		s. videos i	om rourabe	on reacures o	i iiitellectual dev	elopinent in		
the learning outcomes.			groun an	d individual c	reativity, disci	ussion and refle	ction among		
and real miles	student tea	_	B. Gap a						
	Independer	it study: to	enable stu	dent teachers	s to engage w	ith relevant issue	es related to		
	topic.	•			0 0				
	Practical ac	tivity: worki	ng in group	s or individua	lly on projects	for presentation	١.		
	Practicum:	working in n	nixed-abilit	y groups for re	ole play, discu	ssion, and prese	ntations.		
Overarching outcome, what	It is expect	ed that stu	dent teach	ers will demo	onstrate know	ledge and unde	rstanding of		
you want the student teachers			legal conc	erns in couns	selling learner	rs in their midd	e childhood		
to achieve, serves as basis for	stage (NTS	1d)							
the learning outcomes. An									
expanded version of the									
description.									
Write in full aspects of the NTS addressed									
Learning Outcome for the	Learning Ou	itcomes		Learning Inc	dicators	Identify wh	ich cross		
lesson, picked and	Learning Ot	accomes		Learning in	aicator3	cutting issues			
developed from the						transferable	skills,		
course specification							equity and		
Learning indicators for						addressing div			
each learning outcome						will these be a	ddressed or		
						developed?			
	CLO 5:	Demon	strate •	Discuss t	the ethical	Creativity and	innovation:		
	knowledge		and	procedures	in		for and		
	understand	_		_	learners in	implementing			
	standards	and	legal	early childh		Digital literacy	-		
	concerns	in couns	-	•	the legal	mobile device			
		n their	early	implication		for information			
	childhood s	tage(NTS 10	1)		n counselling	Communicatio			
					rs in early	through criti	quing and		
				childhood.	difforance	presentations. Equity and	inclusivity:		
			•		differences ties between	using various			
					legal issues	grouping	students		
					ling learners	considering	their		
			1			_			
			ı	in early chil	dhood.	packground cr	aracteristics		

<b>Topic title</b> Ethical Standards and Legal Concerns in Counselling	Sub-topic	Stage/time	_	ivities to achieve outcomes mode selected. Teacher-led r independent.
			Teacher Activity	Student Activity
	Introduction	30 minutes	Face-to-face Review student teachers' RPK through questions to explore their views about ethical issues in counselling Early Grade learners with SEN.	Face-to-face Provide appropriate responses for questions
	Areas of ethical, legal concerns and professionalism in counselling	60 minutes	Seminar and E-Learning Opportunities (Cofacilitate with Resource Person) Lead discussion on confidentiality /ethical issues in counselling and what to consider. Through the use talk for learning approaches explore student teachers understanding of relevant aspects read in the inclusive education policy and disability act in Ghana Let them write their reflections and present randomly. This should be submitted at the end of the lecture	Face-to-face and e-learning opportunities Participate in discussion by responding to questions and writing reflections to be part of portfolio
	Confidentiality, privacy and Privileged information	60 minutes	Independent learning Co-facilitate with resource person and guide student teachers to use think-pair and share views on what it means to protect confidentiality and privacy and privileged information in counselling Early Grade learners. Let selected pairs present and use concept maps to organize ideas presented. Enrich discussion by providing other information. Lead discussion on ways to protect client's confidentiality, privacy and privileged information provided Organize views expressed using mapping	Independent learning Participate in discussions and present views in pairs.  Participate in discussion through reflections and responding to questions.
	Conclusion	30 minutes	Review key issues in lesson through questions and summarise.	Respond to questions to review lesson

Lesson assessments –	In-lesson assessment: Group presentations during lessons and presentation of individual
evaluation of learning: of, for	reflections. This should be part of course portfolio (Addresses CLO 4)
and as learning within the	
lesson	Addresses the following NTS
	NTS 1d: Is guided by legal and ethical teacher codes of conduct in his or her development
	as a professional teacher.
	NTS 1e: Engages positively with colleagues, learners, parents, School Management
	Committees, Parent-Teacher Associations and wider public as part of a community of
	· · · · · · · · · · · · · · · · · · ·
	practice.
	NTS 3b: Carries out small-scale action research to improve practice.
	NTS 3c: Creates a safe, encouraging learning environment.
	NTS 3f: Pays attention to all learners, especially girls and students with Special
	Educational Needs, ensuring their progress.
Instructional Resources	Transforming Teacher Education and Learning (2016). Teaching and learning materials:
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). Questioning: Professional
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). Group work: Professional
	development quide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Mobile phones, Laptops, Videos, Animations and pictures from YouTube on intellectual
	development in middle childhood
Required Text (core)	Ackummey, M. A., & Ackom, P. E. (2010). <i>Counselling in teacher education</i> . Winneba:
Required Text (core)	Institute for Educational Development and Extension.
	!
	Akindde, E. A. (2012). Introduction to modern guidance and counselling: A basic text for
	tertiary institutions. Ibadan: Brightways Publishers.
	Antwi, T. (2016). Introduction to guidance and counselling for the basic school educator.
	Accra: Design's Network.
	Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i> . Kumasi: Approacher's
	Ghana Limited.
	Buku, D. K., Noi-Okwei, C., & Wilson, K. N. (2012). Counselling skills and strategies. Accra:
	SEDCO Publishing Ltd.
	Namale, M. K. (2012). Guidance and counselling in education. Tema: Richblank
	Publications.
Additional Reading List	Ackummey, M. A. (2003). Organization and administration of school guidance programme.
	Accra: Media Graphic & Press Ltd.
	Gibson, R. L., & Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7 <sup>th</sup> ed.).
	New York: Pearson Education, Inc.
	Miller, D. F. (2010). <i>Positive child guidance</i> (6 <sup>th</sup> ed.). Belmont, California: Wadsworth,
	Cengage Learning.
	Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach.</i> Lagos: John-Lad
	Publisher Ltd.
	Shertzer, B., & Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3 <sup>rd</sup> ed.). Hughton: Mifflin
CDD woods	Company.
CPD needs	Workshop on parents pedagogical support concerns and how to get involved in the
	education of their wards with SEN.

Year of B.Ed. 3 Semester 1 Place	f lesson in semester 1 2 3 4 5 6 7 8 9 10 <b>11</b> 12
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Title of Lesson						ration	3 Hours			
Lesson description	as their p	This lesson gives the opportunity to student teachers to submit their artifacts and resources as their portfolio for assessment. It also seeks to allow student teachers to submit their project for the course for assessment.								
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in	have been assessmen	informed to	o compile or.	e the		their port	folio	dividual) writi or project for		
the lesson Lesson Delivery – chosen to	Face-to-	Practical	Work-		Seminars	Indepen	de	E-learning		acticum
support student teachers in achieving the outcomes	face [√]	Activity [ √ ]	Based Learnir	ng	[ 1	nt Study [√]		opportunitie [ √ ]	es [	J
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 on features of intellectual development middle childhood.  Seminars: to generate group and individual creativity, discussion and reflection amo student teachers.  Independent study: to enable student teachers to engage with relevant issues related topic.  Practical activity: working in groups or individually on projects for presentation.						oment in n among			
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								ers would hav nent <b>(NTS 1d</b>		ueu tile
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	Learning (	Outcomes			Learning Ind	dicators		Identify wh issues — transferable inclusivity, addressing will these I developed?	core equit diversit oe addre	skills, y and y. How essed or
	CLO 6 knowledge and prepa profession portfolio (	e, understa aration of a al te		•	Submit developed requiremen formative for the cour Submit pro as a requi formative for the cour	assessm rse. oject writ iirement assessm	a for ent ten for	presentation Equity and	for ng a role acy: usi ces to se . tion critiquin ns. inclusivit strategie	and play. ng their earch for skills: g and

Topic title Counselling Learners with	Sub-topic	Stage/time	Teaching and learning activities depending on the delivery mode	selected. Teacher-
Special Needs II			led collaborative group work or Teacher Activity	independent. Student Activity
	Introduction	20 minutes	Face-to-face Discuss with student teachers, the need for submission and assessment of portfolio and project as requirements for formative assessment for the course. Inform student teachers of the arrangements to submit portfolio and project reports for assessment.	Face-to-face Listen and ask questions for clarification.
	Submission of Portfolio	100 minutes	Face-to-face Ask student teachers to follow arrangement for submission of portfolio for assessment using their index/registration number in an ascending order.	Face-to-face Follow the laid down arrangements to submit portfolio for assessment.
	Submission of Project Report	50 minutes	Face-to-face Ask student teachers to follow arrangement for submission of project report for assessment using their index/registration number in an ascending order.	Face-to-face Follow the laid down arrangements to submit project report for assessment.
	Conclusion	10 minutes	Find out if all student teachers have submitted individual portfolio and project report. Thank them for their cooperation and remind them of the next lesson to review the course and prepare for end of semester examination.	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Portfolio (40%) Project Report ( Addresses the fi NTS 1a: Critically NTS 2c: Has sec knowledge for th NTS 3c: Creates a NTS 3d: Manage NTS 3e: Employs and critical think NTS 3f: Pays atte NTS 3g: Employ multi-age classes NTS 3m: Identific learners whose r NTS 3p: Uses ob	(20%) collowing NTS or and collectively re ure content know he school and grad a safe, encouraging s behaviour and le s a variety of instr- ing. ention to all learne is instructional str s. es and remediates heeds lies outside to bjective criterion re	of individual portfolio and project of individual portfolio and lead of individual portfolio and large classes. In a special properties of individual portfolio and project of	rning. d pedagogical content s student participation ucation Needs (SEN) ility, multilingual, and ions, referring
Instructional Resources	Transforming Termofessional development gui Transforming Termofessional development gui Transforming Termofessional development gui Mobile phones,	acher Education and elopment guide for acher Education and defor tutors. Accracher Education and defor tutors. Accr	nd Learning (2016). <i>Teaching and lear tutors</i> . Accra. Ministry of Education of Learning (2016). <i>Questioning: Property of Education (www.t-telearning)</i> (2016). <i>Group work: Property of Education (www.t-telearning)</i> (2016). <i>Group work: Property of Education (www.t-telearning)</i> (2016). Animations and pictures from Yo	n (www.t-tel.org) ofessional .org) ofessional .org)

Required Text (core)	Ackummey, M. A., & Ackom, P. E. (2010). Counselling in teacher education. Winneba:					
	Institute for Educational Development and Extension.					
	Akindde, E. A. (2012). Introduction to modern guidance and counselling: A basic text for					
	tertiary institutions. Ibadan: Brightways Publishers.					
	Antwi, T. (2016). <i>Introduction to guidance and counselling for the basic school educator</i> . Accra: Design's Network.					
	Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i> . Kumasi: Approacher's					
	Ghana Limited.					
	Buku, D. K., Noi-Okwei, C., & Wilson, K. N. (2012). Counselling skills and strategies. Accra:					
	SEDCO Publishing Ltd.					
	Namale, M. K. (2012). Guidance and counselling in education. Tema: Richblank					
	Publications.					
Additional Reading List	Ackummey, M. A. (2003). Organization and administration of school guidance programme.					
	Accra: Media Graphic & Press Ltd.					
	Gibson, R. L., & Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7 <sup>th</sup> ed.). New					
	York: Pearson Education, Inc.					
	Miller, D. F. (2010). <i>Positive child guidance</i> (6 <sup>th</sup> ed.). Belmont, California: Wadsworth,					
	Cengage Learning.					
	Oladele, J. O. (2000). Guidance and counselling. A functional approach. Lagos: John-Lad					
	Publisher Ltd.					
	Shertzer, B., & Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3 <sup>rd</sup> ed.). Hughton: Mifflin					
	Company.					
CPD needs	Workshop on parents pedagogical support concerns and how to get involved in the					
	education of their wards with SEN.					

Year of B.Ed. 3	Semester 1	Place of lesson in semester	1234567891011 <b>12</b>
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110	le of Lesson	Comment (Comment of the Comment)					Lesson Duration	3 Hours					
Ac	son description	This lesso	n seeks to a	ssist stu	dent teachers to	review all tonics		first eleven					
LES	son acscription				derstanding and a	•							
			h of the topic		acrotanianing and (	application of the	· various concep	to discussed					
Pre	evious student teacher				introduced to all	the tonics in th	ne course manua	al and have					
_	owledge, prior learning												
	sumed)		undertaken all forms of activities for different components of assessment in inclusive middle childhood classrooms.										
_	ssible barriers to	Inadequate revision of topics by student teachers.											
	rning in the lesson	inauequate revision of topics by student teathers.											
	son Delivery – chosen	Face-to-	Practical	Work-	Seminars	Independent	E-learning	Practicum					
	support students in	face	Activity	Based	[٧]	Study	opportunities						
	nieving the outcomes	[٧]	[٧]	Learni		[٧]	[٧]						
	son Delivery – main		• •		tutor-led discussio		1						
	de of delivery chosen				r: whole class disc								
to	support student				reference to onlir		the topics under	review.					
	chers in achieving the			6	,		1	•					
	rning outcomes.												
•	Overarching	Student t	eachers wou	ld be a	ble to identify an	d explain the ke	y concepts in al	II the topics					
	outcome, what you				a means of gettin								
	want the students to				3f, 3g, 3m, and 3p			,					
	achieve, serves as	•				•							
	basis for the learning												
	outcomes. An												
	expanded version of												
	the description.												
•	Write in full aspects												
	·												
	of the NTS addressed												
•	of the NTS addressed Learning Outcome	Learning (	Outcomes		Learning Indicate	ors	Identify wh	ich cross					
•		Learning (	Outcomes		Learning Indicato	ors	Identify wh						
•	Learning Outcome	Learning (	Outcomes		Learning Indicato	ors	•						
•	Learning Outcome for the lesson, picked	Learning (	Outcomes		Learning Indicato	ors	cutting issues transferable	<ul><li>core and</li></ul>					
•	Learning Outcome for the lesson, picked and developed from	Learning (	Outcomes		Learning Indicato	ors	cutting issues transferable	<ul><li>core and skills, quity and</li></ul>					
•	Learning Outcome for the lesson, picked and developed from the course	Learning (	Outcomes		Learning Indicato	ors	cutting issues transferable inclusivity, e addressing div will these be a	- core and skills, quity and ersity. How					
•	Learning Outcome for the lesson, picked and developed from the course specification	Learning (	Outcomes		Learning Indicato	ors	cutting issues transferable inclusivity, e addressing div	- core and skills, quity and ersity. How					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators		Outcomes  -5: Demor	nstrate		key concepts in	cutting issues transferable inclusivity, e addressing div will these be a	- core and skills, quity and ersity. How ddressed or					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg	-5: Demor e, understa	inding,	Examine the		cutting issues transferable inclusivity, e addressing div will these be a developed?	- core and skills, quity and ersity. How ddressed or					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg	-5: Demor	inding,	Examine the the various	key concepts in	cutting issues transferable inclusivity, e addressing div will these be a developed?  Collaborati	- core and skills, quity and ersity. How ddressed or					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg and appli concepts	-5: Demor e, understa cation of th in the	inding, ie key topics	Examine the the various course for the seek cla	key concepts in topics in the e semester, and rification on	cutting issues transferable inclusivity, e addressing div will these be a developed?  Collaborati communica through presentation	- core and skills, quity and tersity. How ddressed or on and ation group					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg and appli concepts	-5: Demor e, understa cation of th	inding, ie key topics	Examine the the various course for the	key concepts in topics in the e semester, and rification on	cutting issues transferable inclusivity, e addressing div will these be a developed?  Collaborati communica through presentation	- core and skills, quity and tersity. How ddressed or on and ation group					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg and appli concepts	-5: Demor e, understa cation of th in the	inding, ie key topics	Examine the the various course for the seek classification of the seek	key concepts in topics in the e semester, and rification on	cutting issues transferable inclusivity, e addressing div will these be a developed?  Collaborati communica through presentation	- core and skills, quity and rersity. How ddressed or on and ation group ons.					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg and appli concepts	-5: Demor e, understa cation of th in the	inding, ie key topics	Examine the the various course for the seek classification of the course for the seek classification.  The course for the	key concepts in topics in the le semester, and rification on ndings and to consolidate	cutting issues transferable inclusivity, e addressing div will these be a developed?  Collaborati communica through presentation Gender,	- core and skills, quity and ersity. How ddressed or on and ation group ons.					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg and appli concepts	-5: Demor e, understa cation of th in the	inding, ie key topics	Examine the the various course for th seek cla misundersta clarifications	key concepts in topics in the le semester, and rification on ndings and to consolidate	cutting issues transferable inclusivity, e addressing div will these be a developed?  Collaborati communicathrough presentation Gender, through distribution	- core and skills, quity and ersity. How ddressed or on and ation group ons.					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg and appli concepts	-5: Demor e, understa cation of th in the	inding, ie key topics	Examine the the various course for th seek cla misundersta clarifications	key concepts in topics in the le semester, and rification on ndings and to consolidate	cutting issues transferable inclusivity, e addressing div will these be a developed?  Collaborati communicathrough presentation Gender, through distribution	- core and skills, quity and ersity. How ddressed or on and ation group ons. equity fair of and learning					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg and appli concepts	-5: Demor e, understa cation of th in the	inding, ie key topics	Examine the the various course for th seek cla misundersta clarifications	key concepts in topics in the le semester, and rification on ndings and to consolidate	cutting issues transferable inclusivity, e addressing div will these be a developed?  Collaboratic communicathrough presentation Gender, through distribution teaching a	- core and skills, quity and ersity. How ddressed or on and ation group ons.  equity fair of and learning ies and					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg and appli concepts	-5: Demor e, understa cation of th in the	inding, ie key topics	Examine the the various course for th seek cla misundersta clarifications	key concepts in topics in the le semester, and rification on ndings and to consolidate	cutting issues transferable inclusivity, e addressing div will these be a developed?  Collaboratic communicathrough presentation Gender, through distribution teaching a opportunit recognition	- core and skills, quity and ersity. How ddressed or on and ation group ons.  equity fair of and learning ies and					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg and appli concepts	-5: Demor e, understa cation of th in the	inding, ie key topics	Examine the the various course for th seek cla misundersta clarifications	key concepts in topics in the le semester, and rification on ndings and to consolidate	cutting issues transferable inclusivity, e addressing div will these be a developed?  Collaboraticommunicathrough presentatic Gender, through distribution teaching a opportunit recognition individual of	- core and skills, quity and ersity. How ddressed or on and ation group ons.  equity fair of and learning ies and of of					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg and appli concepts	-5: Demor e, understa cation of th in the	inding, ie key topics	Examine the the various course for th seek cla misundersta clarifications	key concepts in topics in the le semester, and rification on ndings and to consolidate	cutting issues transferable inclusivity, e addressing div will these be a developed?  Collaboraticommunicathrough presentatic Gender, through distribution teaching a opportunit recognition individual of	on and ation group ons.  equity fair of and learning ies and of differences.					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg and appli concepts	-5: Demor e, understa cation of th in the	inding, ie key topics	Examine the the various course for th seek cla misundersta clarifications	key concepts in topics in the le semester, and rification on ndings and to consolidate	cutting issues transferable inclusivity, e addressing div will these be a developed?  Collaborati communicathrough presentatio Gender, through distribution teaching a opportunit recognition individual of Reflection	on and ation group ons. equity fair of and learning ies and of differences. and critical for self-					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg and appli concepts	-5: Demor e, understa cation of th in the	inding, ie key topics	Examine the the various course for th seek cla misundersta clarifications	key concepts in topics in the le semester, and rification on ndings and to consolidate	cutting issues transferable inclusivity, e addressing div will these be a developed?  Collaborati communicathrough presentation Gender, through distribution teaching a opportunit recognition individual of Reflection thinking awareness	on and ation group ons. equity fair of and learning ies and of differences. and critical for self-					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg and appli concepts	-5: Demor e, understa cation of th in the	inding, ie key topics	Examine the the various course for th seek cla misundersta clarifications	key concepts in topics in the le semester, and rification on ndings and to consolidate	cutting issues transferable inclusivity, e addressing div will these be a developed?  Collaborati communicathrough presentation Gender, through distribution teaching a opportunit recognition individual of Reflection thinking awareness	on and ation group ons. equity fair of and learning ies and on of differences. and critical for self-through and varied					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg and appli concepts	-5: Demor e, understa cation of th in the	inding, ie key topics	Examine the the various course for th seek cla misundersta clarifications	key concepts in topics in the le semester, and rification on ndings and to consolidate	cutting issues transferable inclusivity, e addressing div will these be a developed?  Collaborati communicathrough presentation Gender, through distribution teaching a opportunit recognition individual of Reflection thinking awareness multi ar	on and ation group ons. equity fair of of differences. and critical for self-through on varied strategies					
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	CLOs 1 knowledg and appli concepts	-5: Demor e, understa cation of th in the	inding, ie key topics	Examine the the various course for th seek cla misundersta clarifications	key concepts in topics in the le semester, and rification on ndings and to consolidate	cutting issues transferable inclusivity, e addressing div will these be a developed?  Collaborati communica through presentation Gender, through distribution teaching a opportunity recognition individual of Reflection thinking awareness multi are interactive that wou	on and ation group ons. equity fair of and learning ies and or differences. and critical for self-through on varied strategies					

Topic Title: Review of Course			Teaching and learning activities t depending on the delivery mode s	
Review of Course	Sub-topic	Stage/time	collaborative group work or indep	
		otage, time	Teacher Activity	Student Activity
	Historical and Conceptual Issues	25 minutes	Face-to-face: Use questioning to review student teachers' relevant previous knowledge on conceptual and historical issues in guidance and counselling (PD	Face-to-face Student teachers respond to questions and share their views to contribute to the discussion.
	Guidance Services	25 minutes	Theme 2).  Face-to-face  Use brainstorming to initiate discussion on the review relevant previous knowledge of student teachers on guidance services (PD Theme 3).	Face-to-face Student teachers respond to questions and share their views to contribute to the discussion.
	Communicati on Skills in Counselling	25 minutes	Face-to-face Use questioning and brainstorming to initiate discussion on the review relevant previous knowledge of student teachers on communication skills in counselling.	Face-to-face Student teachers respond to questions and share their views to contribute to the discussion.
	Counselling Techniques for Behaviour Modification in Early Childhood	25 minutes	Use questioning and tutor-led discussion to elicit views of student teachers to review the topic on counselling techniques for behaviour modification in early childhood (PD Theme 2, 3).	Student teachers respond to questions and share their views to contribute to the discussion.
	Assessment Inventories for Counselling Practicum	25 minutes	Use questioning and tutor-led discussion to elicit views of student teachers to review the topic on assessment inventories for counselling practicum (PD Theme 2, 3 pp. 75-82).	Student teachers respond to questions and share their views to contribute to the discussion.
	Counselling Early Grade Learners with Special Needs	25 minutes	Use questioning and tutor-led discussion to elicit views of student teachers to review the topic on counselling Early Grade learners with Special Needs (PD Theme 2, 3 pp. 75-82).	Student teachers respond to questions and share their views to contribute to the discussion.
	Ethical Standards and Legal Concerns in Counselling in Early Childhood School Settings	25 minutes	Use questioning and tutor-led discussion to elicit views of student teachers to review the topic on ethical standards and legal concerns in counselling in early childhood school settings (PD Theme 2, 3 pp. 75-82).	Student teachers respond to questions and share their views to contribute to the discussion.
	Conclusion	5 minutes	Conclude by advising student teachers to prepare well for end of semester. Inform them of the nature of the examination and expectations.	

Lesson assessments –	In-lesson Assessment
evaluation of learning: of,	Tutor facilitation of peer assessment of views raised by student teachers.
for and as learning within	Component 3: Summative Assessment (40%)
the lesson	End of Semester Examination
the lesson	Assesses Course Learning Outcomes 1-5
	Assesses: NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p
	NTS 1a: Critically and collectively reflects to improve teaching and learning.
	NTS 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content
	knowledge for the school and grade they teach
	NTS 3c: Creates a safe, encouraging learning environment.
	NTS 3d: Manages behaviour and learning in small and large classes.
	NTS 3e: Employs a variety of instructional strategies that encourages student participation and
	critical thinking.
	NTS 3f: Pays attention to all learners, especially those with Special Education Needs (SEN)
	NTS 3g: Employs instructional strategies appropriate for mixed-ability, multilingual, and multi-
	age classes.
	NTS 3m: Identifies and remediates learners' difficulties or misconceptions, referring learners
	whose needs lies outside the competency of the teacher.
	NTS 3p: Uses objective criterion referencing to assess learners.
Instructional Resources	TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom
	Transforming Teacher Education and Learning (2016). Teaching and learning materials:
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). Group work: Professional development
	guide for tutors. Accra. Ministry of Education (www.t-tel.org).
	Transforming Teacher Education and Learning (2016). Talk for learning: Professional
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org).
	Transforming Teacher Education and Learning (2016). Teaching and learning materials:
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org).
	Transforming Teacher Education and Learning (2016). Questioning: Professional development
	guide for tutors. Accra. Ministry of Education (www.t-tel.org).
Required Text (core)	Ackummey, M. A., & Ackom, P. E. (2010). Counselling in teacher education. Winneba: Institute
	for Educational Development and Extension.
	Akindde, E. A. (2012). Introduction to modern guidance and counselling: A basic text for tertiary
	institutions. Ibadan: Brightways Publishers.
	Antwi, T. (2016). Introduction to guidance and counselling for the basic school educator. Accra:
	Design's Network.
	Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i> . Kumasi: Approacher's
	Ghana Limited.
	Buku, D. K., Noi-Okwei, C., & Wilson, K. N. (2012). <i>Counselling skills and strategies</i> . Accra:
	SEDCO Publishing Ltd.
	Namale, M. K. (2012). <i>Guidance and counselling in education</i> . Tema: Richblank Publications.
Additional Reading List	Ackummey, M. A. (2003). Organization and administration of school guidance programme.
	Accra: Media Graphic & Press Ltd.
	Gibson, R. L., & Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7 <sup>th</sup> ed.). New
	York: Pearson Education, Inc.
	Miller, D. F. (2010). <i>Positive child guidance</i> (6 <sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage
	Learning.
	Oladele, J. O. (2000). Guidance and counselling. A functional approach. Lagos: John-Lad
	Publisher Ltd.
	Shertzer, B., & Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3 <sup>rd</sup> ed.). Hughton: Mifflin
!	Company.
CPD needs	

#### **Course Assessment**

<sup>1</sup>Component 1:

#### Subject Portfolio Assessment (30% overall score)

- Selected items of students work (3 of them -10% each) = 30%
- Midterm assessment = 20%
- Reflective Journal = 40%
- Organisation of the subject portfolio = 10% (how it is presented /organised)
- <sup>2</sup>Component 2:

#### Subject Project: (30% overall semester score)

- Introduction, a clear statement of aim and purpose of the project = 10%
- Methodology: what the student teacher has done and why to achieve the purpose of the project = 20%
- Substantive or main section = 40%
- Conclusion = 30%

Component 3:

End of semester Examination = 40%

<sup>&</sup>lt;sup>1</sup> See rubrics on Subject Portfolio assessment in Annex 6 of NTEAP

<sup>&</sup>lt;sup>2</sup> See rubrics on Subject Project assessment in Annex 6 of NTEAP

