

## 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

### i. The vision for the New Four-Year B.Ed. Curriculum

To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners.

ii. (	Course	Details						
Course	Guid	Guidance and Counselling for Upper Primary						
name								
Pre-								
requisite								
Course	200	Course	Credit	3				
Level		Code	Value					

### Table of contents

### 1. Goal for the Subject or Learning Area

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

### 2. Key contextual factors

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 primary level learners' transition from Upper Primary through to the JHS.

### 3. Course Description

This course is meant to further expose and consolidate student teachers' knowledge about the psychology of learning at the middle childhood level. The course focuses on the stages of human and language development and their learning implications in middle childhood (primary) classrooms. Student teachers would be exposed to theories of learning, transfer of learning, and behaviour management techniques and their implications for learning in middle childhood classrooms. 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 early grade through primary to the JHS (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.

-	Course Learning Outcomes	C. Languing Indicators				
CLO 1		6. Learning Indicators	dance and courselling in Chara-			
	: Demonstrate a clear knowledge nderstanding of the historical and		important milestones in guidance and counselling in Ghana.			
	ptual issues in guidance and	Discuss the meaning, purpose, object     between guidenes and accuraciling.	tives or, differences and similarities			
	elling (NTECF p.4, 13, 18, NTS 3f).	between guidance and counselling.				
CLO2:		Explain each of the guidance services.				
	standing and use of guidance	,	wined of a good connection of maintain.			
	es, communication skills and	Enumerate the communicative skills required to the communicative skills required	uired of a good counsellor of primary			
	elling techniques, including online	school learners.	used by sourcellers including online			
	rces for counselling (NTECF p.68;	Discuss some counselling techniques				
	c, 3d).	resources for counselling primary schoo	riearners.			
	3: Develop and demonstrate	Outline the criteria used to select specif	ic techniques for specific counselling			
	on and commitment in applying	situations for diverse pupils.	ic techniques for specific counselling			
	priate techniques and assessment	<ul> <li>Explain the techniques appropriate for s</li> </ul>	necific counselling needs primary			
	tories in counselling for behaviour	school pupils.	pecific couriseining freeds primary			
	ication of learners including those	<ul> <li>Apply appropriate counselling skills and</li> </ul>	techniques in modifying hehaviour			
	special needs in primary schools	and supporting the learning of learners				
	F p. 13, NTECF p.68, NTS 2f, NTS	and supporting the learning of learners	diverse needs in primary schools.			
	'S 1b, 1g).					
	4: Demonstrate knowledge and	Identify the counselling techniques an	d services used to manage different			
	standing of diverse counselling	needs and challenges of middle childhoo				
	iques suitable for learners with	- Psychomotor domain.	-,			
divers	·	- Cognitive domain.				
behav	vioural, emotional needs in	- Affective domain.				
prima	ry schools (NTS 3g)					
	5: Demonstrate knowledge and	Discuss the ethical procedures in counse	elling learners in middle childhood			
	standing of ethical standards and	Explain the legal implications and concerns in counselling in learners in				
	concerns in counselling learners in	middle childhood.				
their	middle childhood stage (NTS 1d).	Discuss the differences and similarities between ethical and legal issues in				
		counselling learners in middle childhood				
CLO	6: Demonstrate knowledge,	Submit portfolio and projects as requir				
undei	standing, and preparation of a	the course.				
	professional teaching portfolio					
(NTS	1d)					
	. Course Content					
Unit	Topic	Sub-topic if any)	Teaching and learning activity to			
1	Canada and Historical Issues	Manufact of suidence and second line	achieve the learning outcomes			
1	Conceptual and Historical Issues	Meaning of guidance and counselling,	Use Talk for learning approaches,			
		Development of guidance and counselling,	individual and group presentations			
		Differences and similarities between	to discuss the meaning and history			
		guidance and counselling, Misconceptions and barriers to counselling in inclusive	of guidance and counselling; Shower thoughts on the misconceptions and			
		basic schools, Purpose, objectives and the	barriers to counselling in upper			
		need for guidance and counselling in primary schools; Discussion on				
		schools, Principles of guidance and counselling, Types of counselling, Role of	principles of guidance and counselling; Audio-visual and tactile			
		teachers and parents in guidance and	analysis of types of counselling;			
		counselling in upper primary schools.	Simulation/role play of the roles of			
		Counselling in upper primary schools.	teachers and parents in guidance			
			and counselling.			
2	Guidance Services	Orientation service; Placement service;	Pyramid and panel discussions on			
_	Galdanice Scrivices	Appraisal service; Vocational and career	some guidance services; think-pair-			
		service; Information service; Consultation	share; audio-visual and tactile			
		service; Counselling service; Referral	analysis of some of the guidance			
		service; Follow-up service; and Evaluation	services; role play of procedures			
		service, Follow-up service, and Evaluation service.	involved in the delivery of some of			
		Scivice.	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 non-verbal); 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 communication skills in counselling; Case studies of counselling sessions. Reflective notes on the communication skills in counselling.
5	Counselling Techniques for Behaviour Modification in Middle Childhood  Assessment Inventories for	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  Meaning and Types of assessment	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 projects on techniques for online counselling.
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.	Pyramid and panel discussions on some assessment inventories used by counsellors; Individual and group presentations on the types and uses of specific assessment inventories; Audio-visual 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 pupils.
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 Middle Childhood School Settings.  8. Teaching and Learning Strategie	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.

- **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).

### Reference to be made to NTEAP for specific details.

### 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.

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

Summary of Assessment Method: End of Semester Examination 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 (6th 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	Semester	1	Place of lesson in semester	<b>1</b> 23456789101112	
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Title of Lesson	Conceptual and Historica	al Issues in G	uidance and	Counselling	Lesson Duration	3 Hours					
Lesson description	The lesson seeks to prov	ide student	teachers wit	h the knowle	dge and understa	nding of the					
-	concepts and historical	issues in G	uidance and	Counselling.	It seeks to exp	ose student					
	teachers to the meaning	, purpose an	d objectives	of Guidance a	and Counselling a	s well as the					
	differences and similarit	ies between	them. The le	esson aims at	assisting student	teachers to					
	understand the beginni	ngs of Guida	nce and Co	unselling in g	eneral and also	with specific					
	reference to Ghana. Tl	reference to Ghana. The lesson also seeks to address misconceptions and barriers to									
	Guidance and Counselling and with specific reference to upper primary school settings. This										
	will help student teac	hers to add	lress miscor	nceptions par	ents and learne	ers have on					
	Guidance and Counselli	ng, as well a	s barriers to	Counselling	in upper primary	classrooms					
	during Supported Teach	ng in School	5.								
	This first lesson introdu	ices student	teachers to	the course I	earning outcome	s and the 3					
	assessment components	s of the cour	se								
Previous student teacher	Student teachers were	also expose	ed to the ca	use of huma	an growth and d	levelopment					
knowledge, prior learning	including environmental	threats to h	uman develo	pment. They	have also been in	ntroduced to					
(assumed)	psychology of learning										
	difficulties of learners th	iey observed	during STS.	Student teach	ners might have b	een advised					
	by teachers and parents	on program	imes pursue	or schools to	attend for furth	er academic					
	pursuits. Student teach	ers in one	way or the	other offere	ed advice to lear	ners during					
	observation in schools.										
Possible barriers to learning	Misconceptions about of	confidentialit	y which also	o serves as a	a barrier to learr	ners availing					
in the lesson	themselves for counselli	ng services.									
Lesson Delivery – chosen to	Face-to- Practical	Work-	Seminars	Independe	E-learning	Practicum					
support student teachers in	face [V] Activity	Based	[√]	nt Study	opportunities	[√]					
achieving the outcomes	[ ]	Learning		[ 1]	[ 1						
Lesson Delivery – main mode	Face-to-face: Talk for le	arning appr	oaches inclu	ding pyramid	and panel discu	ssion, think-					
of delivery chosen to support	pair-share, shower thou	ghts etc. sho	uld be used i	n facilitating t	he lesson.						
student teachers in achieving	E-learning opportunitie	s: Videos f	rom YouTu	be on misco	onceptions and	barriers to					
the learning outcomes.	counselling.										
	Seminars: to generate	group and i	ndividual cre	eativity, discu	ssion and reflect	ion; student					
	and/or tutor led on the t										
	Independent study: to	enable stud	ent teachers	to engage w	ith relevant issue	es related to					
	topic.										
	Practicum: working in m										
Overarching outcome, what	It is expected that stude				•						
you want the student	within the semester for										
teachers to achieve, serves	the tutor in order to de										
as basis for the learning	Student teachers shou										
outcomes. An expanded	Guidance and Counsellin	-				-					
version of the description.	also be able to trace th										
Write in full aspects of the	context. Student teac										
NTS addressed	misconceptions of, and I	parriers to co	unselling in	upper primar	y school settings.	(NTS 1a, 2c,					
	3e, 3f and 3m).										
<ul> <li>Learning Outcome for</li> </ul>	Learning Outcomes	Leari	ning Indicato	rs	Identify which o						
the lesson, picked and						core and					
developed from the					transferable	skills,					
course specification						quity and					
<ul> <li>Learning indicators for</li> </ul>					addressing dive						
each learning outcome					will these be a	ddressed or					
					developed?						
	CLO 1: Demonstrate a		in the variou		Communication	skills:					
	clear knowledge and		scussed for	the course,	through critic	Juing and					
	understanding of the		formulate	a good	presentations.						
	historical and teaching philosophy.										

	conceptual issuguidance counselling (NTS	and	Guida  Discusimila Guida  Trace Guida and sit sta  Discusion of an	ose, and objectives of ance and Counselling. ss the differences and arities between ance and Counselling.	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:					activities to achieve outcomes		
Caranatural and Historical	Sub-topic	Stage/			ery mode selected. Teacher-		
Conceptual and Historical Issues in Guidance and		Time		led collaborative group Teacher Activity	Student Activity		
Counselling I				reactier Activity	Student Activity		
Counseiling	Introduction: Course Manual and Course Learning Outcomes	20 minu	ites	Face-to-Face Explain to student teachers the need for the course and what it involves. Introduce student teachers to the course manual and the course learning outcomes. Make your teaching philosophy known to student teachers and encourage them to share their teaching philosophy and why they hold such a philosophy.	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		Face-to-face Use relevant talk for learning approaches (shower thoughts or whole class discussion) to elicit ideas from student teachers on the meaning, purpose and objectives of Guidance and Counselling.	meaning, purpose and objectives of Guidance and Counselling.		
	Differences and similarities between Guidance and Counselling	40 minu	rtes	Face-to-face Use mixed-ability groupings to enable student teachers discuss the differences and similarities between Guidance and Counselling after which the groups present their findings on a poster.	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.		

 	T	1	
History of Guidance and Counselling	10 minutes	Use tutor led discussion to identify the trends in the development of Guidance and	Listen and contribute to discussion, and make notes on the history of Guidance and Counselling (including the situation in Ghana).
	30 minutes	Counselling in general, and make specific reference to the Ghanaian context.	<b>Digital Literacy</b> Surf the internet for information on the history of
		Digital Literacy Ask student teachers to search from the internet, the trends (history) of Guidance and Counselling. In	Guidance and Counselling. Summarise the trends of Guidance and Counselling on a manila card and display them in the lecture room.
		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.	
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	Face-to-face Contribute to the discussion on misconceptions and barriers to counselling and prepare your notes on it.
		counselling, and cite specific examples from the perspectives of learners from upper primary school settings. Encourage student teachers to put down notes.	
Conclusion	10 minutes	Review with student teachers, the key points discussed in the lesson.	Contribute to the review by sharing your ideas on what has been learned. For the next lesson, read on principles and types of
		Ask student teachers to read on principles and types of Guidance and Counselling. Identify volunteers among the student teachers and ask	Guidance and Counselling as well as the roles of teachers and parents in Guidance and Counselling for learners in upper primary schools.  Prepare for the role play.
		them to read and prepare for a role play on the roles of teachers and parents in Guidance and Counselling for learners in upper primary.	

Lesson assessments –	In-lesson Assessment (Peer Assessment and Group Report: Assesses Course Learning
evaluation of learning: of, for	Outcome 1)
and as learning within the	Peer assessment of group presentation on the differences and similarities between Guidance
	j , ,
lesson	and Counselling. Group report on trends in the development of Guidance and Counselling.
	This will be part of the portfolio of student teachers to be submitted by the end of Lesson 11.
	Assesses the following NTS: ((NTS 2c, 3d, 3e, 3f and 3m)
	NTS 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content
	knowledge for the school and grade they teach.
	NTS 3d: Manages behaviour and learning with 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 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
5 : 17 : /	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). <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
Cr D lieeus	human growth and development.
	numan grown and development.

Title of Lesson	Concentus	al and Historia	al Issues in (	Cuidanca an	d Councelling	Lassan	3 Hours							
Title of Lesson	II	al and Historic	ai issues in c	Juidance and	a Counselling	Lesson Duration	3 Hours							
Lesson description	100	The lesson is aimed at exposing student teachers to the principles and types of Guidance												
Lesson description														
		and Counselling. It is also to introduce student teachers to the role of teachers and parents in Guidance and Counselling for learners in upper primary schools. With this knowledge,												
			-				-							
			-			se and evaluat								
			-			r primary schoo								
Previous student teacher					٠, ١	ose, objective,	•							
knowledge, prior learning					•	e differences a								
(assumed)				•		ceptions of, an	id barriers to							
		and Counselli												
Possible barriers to learning				•	so serves as a	barrier to lea	rners availing							
in the lesson		s for counsell				1								
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Independen	E-learning	Practicum							
support student teachers in	face [v]	Activity	Based	[٧]	t Study	opportuniti	[√]							
achieving the outcomes		[]	Learning		[√]	es								
						[٧]								
Lesson Delivery – main mode	Face-to-fa	ce: Talk for l	earning app	roaches incl	uding pyramid	and panel disc	ussion, think-							
of delivery chosen to support	pair-share	, shower thou	ghts etc. sho	ould be used	in facilitating t	he lesson.								
student teachers in achieving	E-learning	opportunitie	es: Videos	from YouT	ube on misco	onceptions and	barriers to							
the learning outcomes.	counsellin	g.												
	Seminars:	to generate	group and	individual c	reativity, discus	ssion and refle	ction; student							
	and/or tut	or led on the	use various	learning reso	ources.									
	Independe	ent study: to	enable stud	dent teacher	s to engage wi	ith relevant issu	ues related to							
	topic.													
	Practicum	: working in m	nixed-ability	groups for re	ole play, discuss	ion, and preser	itations.							
Overarching outcome, what						nstrate underst								
you want the student	principles	and types of	Guidance ar	nd Counsellir	ng in upper prir	nary schools, ai	nd discuss the							
teachers to achieve, serves						nselling to lear								
as basis for the learning						able to role pla								
outcomes. An expanded						elling for learr								
version of the description.		hools (NTS 2c	-			J								
Write in full aspects of the	' ' '	•		•										
NTS addressed														
Learning Outcome for	Learning C	Outcomes	Lear	rning Indicat	ors	Identify which	cross cutting							
the lesson, picked and				0		issues –	core and							
developed from the						transferable	skills,							
course specification							equity and							
Learning indicators for						addressing div								
each learning outcome						will these be	-							
each learning outcome							addiessed UI							
						uevelopeu?	developed?							

	guidance counselling ( <b>N</b>	dge and of the and ssues in and TS 3f)	Discuss the principles of Guidance and Counselling for learners in upper primary schools.     Explain the types of Counseling available to learners in upper primary schools.     Role play and discuss the role of teachers and parents in offering Guidance and Counselling to learners in upper primary schools.	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:	Sub-topic	Stage/	Teaching and learning activities t	
Conceptual and Historical		time	depending on the delivery mode s collaborative group work or indep	
Issues in Guidance and			Teacher Activity	Student Activity
Counselling II	Introduction: Course Learning Outcomes  Principles of	10 minutes	Face-to-Face Lead student teachers to discuss and understand the Learning Outcomes for the lesson. Review student teachers' knowledge on the readings on principles of Guidance and Counselling, types of Counselling, and role of teachers and parents in offering Guidance and Counselling to learners in upper primary schools.  Face-to-face, Digital Literacy	Face-to-face Share your understanding of the learning outcomes to be achieved at the end of the lesson. Contribute to the review of the reading assignment.  Face-to-face, Digital Literacy
	Guidance and Counselling and Types of Counselling	minutes	Put student teachers into mixed- ability groups for them to discuss the principles of Guidance and Counselling and present their findings through power point presentation for comments and further discussion. Supervise mixed- group activities to ensure compliance and participation by student teachers.	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	45 minutes	Practicum Invite volunteer student teachers to role play/simulate the role of teachers and parents in offering guidance and	Practicum Critically observe/watch the role play/simulation and put down notes for discussion.

	Counselling		counselling to learners in upper					
	in Upper	30	primary schools.	Face-to-face				
	Primary	minutes	Face-to-face	Contribute to the discussion				
	Schools		Based on the role	and share your observation				
			play/simulation, use shower	and experiences (during STS)				
			thought to enable student	on how teachers and parents				
			teachers to discuss the role of	help in offering guidance and				
			teachers and parents in offering	counselling in upper primary				
			Guidance and Counselling in	schools. Prepare your own				
			upper primary schools. Ask	notes from the comments				
			student teachers to reflect on	and discussions.				
			these roles as observed during					
			school visits. Ask student					
			teachers to prepare their own					
			notes from the discussion.					
	Conclusion	15	Face-to-face	Face-to-face				
	30.10.00.01.	minutes	Review student teachers'	Contribute to the discussion				
		Immaces	understanding of the key issues	to review what was learned.				
			discussed in the lesson. Ask	to review what was learned.				
			student teachers to research and					
			read on Guidance and					
			Counselling for the next lesson.					
Lesson assessments –	In-lesson Asse	ssment (Gr		earning Outcomes 1)				
evaluation of learning: of, for		In-lesson Assessment (Group Presentation: Assesses Course Learning Outcomes 1) Group presentation on similarities and differences between Guidance and Counselling. This						
and as learning within the			lio of student teachers to be submit	_				
lesson			S: ((NTS 2c, 3d, 3e, 3f and 3m)	ted at the end of Lesson 11.				
1000011				edge and pedagogical content				
		<b>NTS 2c:</b> Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach.						
	NTS 3d: Manages behaviour and learning with small and large classes.							
	<b>NTS 3e:</b> 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 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 g	uide for tut	ors. Accra. Ministry of Education (w	ww.t-tel.org)				
	Transforming T	Teacher Edu	cation and Learning (2016). Creative	e approaches: Professional				
	development g	uide for tut	ors. Accra. Ministry of Education (w	ww.t-tel.org)				
	Mobile phones	;						
	Laptops							
			eatures of physical development in					
Required Text (core)	Ackummey, M	I. A., & Ac	kom, P. E. (2010). Counselling in	teacher education. Winneba:				
	Institute for Ed	lucational D	evelopment and Extension.					
			troduction to modern guidance and	d counselling: A basic text for				
	tertiary institut							
	Antwi, T. (201	6). Introdu	ction to guidance and counselling	for the basic school educator.				
	Accra: Design's							
			4). Guidance and counselling "unm	nasked". Kumasi: Approacher's				
	Ghana Limited							
			., & Wilson, K. N. (2012). <i>Counselli</i>	ng skills and strategies. Accra:				
	SEDCO Publish	Ū						
			dance and counselling in education.					
Additional Reading List			Organization and administration o	f school guidance programme.				
	Accra: Media G			, , , , , , , , , , , , , , , , , , ,				
			M. (2008). Introduction to counselli	ng and guidance (7 <sup>th</sup> ed.). New				
	York: Pearson I	,		. 6 115				
			itive child guidance (6 <sup>th</sup> ed.). Bel	mont, California: Wadsworth,				
	Cengage Learn	•	., ., ., ., ., .,	, , , , , , , , , , , , , , , , , , , ,				
	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	Using Questioning, Group Work, and Role Play to teach Meaning, purpose, objectives of Guidance and Counselling, and the differences and similarities between them.

Year of B.Ed.	3	Semester	1	Place of lesson in semester	12 <b>3</b> 456789101112	
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Title of Lesson	Guidance Se					Lesson Duration	3 Hours
Lesson description	The lesson is aimed at exposing student teachers to the guidance Services. With this knowledge, student teachers, during school visits, will be able to analyse and evaluate the various guidance services available to learners in upper primary schools. The lesson will also enable student teachers to assist in organising and implementing guidance services during their internship period of the STS.						
Previous student teacher knowledge, prior learning (assumed)	Student tea as the type from orient	Student teachers have been introduced to the principles of guidance and counselling as well as the types of counselling. Again, student teachers were given the opportunity to benefit from orientation and career services while at the Junior and Senior Highs Schools. Also, student teachers were given orientation when they were initially admitted to the College of					
Possible barriers to learning in the lesson		nt teachers n	-	ve benefited	from guidano	ce services while	at the Junior
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 [ V ]	E-learning opportunities	Practicum [ ]
Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.	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.  Student teachers would be expected to demonstrate understanding their understanding of the guidance services and analyse the services offered by schools they visit for STS (NTS 2c, 3e, 3f and 3m).						
Write in full aspects of the NTS addressed  • Learning Outcome for the lesson, picked and developed from the	Learning Ou	Learning Outcomes  Learning Indicators  Identify which cross cutting issues – core and transferable skills, inclusivity, equity and					
course specification • Learning indicators for each learning outcome					th de	veloped?	ressed or
	knowledge, understand of guidanc communica and techniques, online res	ing and use e services,	<ul> <li>Discu guida schoo upper</li> <li>Discu obser</li> </ul>	ls, with emp primary schoos ss by vation iences from schools nce service	tance of cri es in Di hasis on int bols. inf sharing and Cr STS on provide thes for de ch Eq va stt ba	emmunication sk tiquing and prese igital literacy: ternet for formation on the discussed in the eativity and inking about way e characteristics evelopment in ildhood classroor uity and incluse rious strategies udents consider ckground charactilities.	entations. Surfing the relevant to themes to lesson. innovation: s of applying of physical middlems. sivity: using in grouping ering their

Topic Title: Guidance Services	Sub-topic	Stage/	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.			
Guidance Services		time	Teacher Activity	Student Activity		
	Introduction	10 minutes	Face-to-Face Review RPK of student teachers on meaning and types of guidance services.	Face-to-face Share your views on the meaning and types of guidance services.		
	Types, Meaning, Purpose, and Importance of Guidance Services in Upper Primary Schools	120 minutes	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 upper primary schools.	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 upper primary 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 5.	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 5.		
	Reflection on Observed Guidance Services Provided by Upper Primary Schools During School Visits	30 minutes	Face-to-face Ask student teachers to reflect and share their observation from STS on guidance services offered in the schools. Such observation should include the type of guidance service provided, the challenges faced in providing these guidance services, and the innovative ways to address them. Ask student teachers to write a reflective report of	Face-to-face Reflect and share your observation and experiences from STS on provision of guidance services in upper primary schools, the challenges faced in providing these guidance services, and the innovative ways to address these challenges for improvement.  For an assignment, write a reflect report of at most 1500 words on this and submit as		
			at most 1500 words on this and submit as part of their portfolio for assessment at the end of Lesson 11.	part of your portfolio to be submitted for assessment after Lesson 11.		

	Conclusion	20	Use question and answer	Actively contribute to				
	Conclusion		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	up Presentation and Peer Asses	sment: Assesses Course Learning				
evaluation of learning: of, for	Outcome 2)							
and as learning within the				es. Individual Project on Guidance				
lesson				on 11. Individual reflective report				
				Is of visit and innovative ways to				
		nis will form	part of the portfolio to be sub	mitted for assessment at the end				
	of Lesson 11.							
	Assesses the fol	_						
			ouraging learning environment.					
			and learning with small and lar					
Instructional Resources	_		ation and Learning (2016). <i>Teac</i> i	-				
			uide for tutors. Accra. Ministry o	The state of the s				
			ation and Learning (2016). <i>Grou</i>					
			s. Accra. Ministry of Education					
	_		ation and Learning (2016). <i>Crea</i> t					
		ide for tutoi	s. Accra. Ministry of Education	(www.t-tel.org)				
	Mobile phones							
	Laptops							
			atures of physical development					
Required Text (core)	1			in teacher education. Winneba:				
			velopment and Extension.					
			_	and counselling: A basic text for				
	tertiary instituti		-					
	1		ion to guidance and counsellin	g for the basic school educator.				
	Accra: Design's							
		K. A. (2014)	. Guidance and counselling "ui	nmasked". Kumasi: Approacher's				
	Ghana Limited.							
	· · · · · · · · · · · · · · · · · · ·		& Wilson, K. N. (2012). <i>Counse</i>	elling skills and strategies. Accra:				
	SEDCO Publishir	•						
			Guidance and counselling in	n education. Tema: Richblank				
	Publica							
Additional Reading List	1		_	of school guidance programme.				
	Accra: Media Gr	•						
			•	elling and guidance (7 <sup>th</sup> ed.). New				
	York: Pearson E							
		•	ive child guidance (6" ed.). E	Belmont, California: Wadsworth,				
	Cengage Learning.							
		Oladele, J. O. (2000). Guidance and counselling. A functional approach. Lagos: John-Lad						
	Publisher Ltd.	c. c -	(1000) 5 1 1 1 5	W /ord I \				
		Stone, S. C.	(1980). Fundamentals of coun	selling (3 <sup>rd</sup> ed.). Hughton: Mifflin				
con I	Company.							
CPD needs				ch development of guidance and				
	counselling, and misconceptions of guidance and counselling.							

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 <b>4</b> 5 6 7 8 9 10 11 12
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Title of Lesson	Communication Skills in Counselling  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) Possible barriers to learning in the lesson	Again, student de Student te	dent teacher oehaviour ch	rs have beer allenges with not be famil	communicat the aim of h	ing with lear elping address	chools in the pre- ners with learnin s these challenge kills in communic	g difficulties s.
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 [ V ]	E-learning opportunities	Practicum [V]
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	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 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).						
outcomes. An expanded version of the description. 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  Learning Indicators  Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or					l ls, y and sity. How	
	CLO 2: Demonstrate knowledge, understanding and use of guidance services, communication skills and counselling techniques, including online resources for counselling (NTECF p.68; NTS 3c, 3d).  Explain communication and the process of communication in counselling (sommunication in counselling (paraphrasing, reflection of feelings and summarising).  Explain communication and the process of communication in counselling.  Discuss listening skills in counselling skills in counselling (continuation responses and questioning).  Discuss feedback skills in counselling (paraphrasing, reflection of feelings and confrontation, focusing and summarising).  Demonstrate the use of communication skill in counselling.						g and Surfing the vant the themes in the lesson. hovation: easys of racteristics opment in d ivity: is in

				considering their background characteristics and abilities.		
Communication Skills in Counselling	Sub-topic Sub-topic	Stage/ time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.			
			Teacher Activity	Student Activity		
	Introduction: The Concept of Communication Skills in Counselling	20 minutes	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.		
	Meaning, purpose, and objectives of Guidance and Counselling	80 minutes	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.		
	Differences and similarities between Guidance and Counselling	80 minutes	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 Assess	ı <b>ment</b> (In-less		review of mixed-ability group		
evaluation of learning: of, for	presentations: Ass			I form part of end of semester		
and as learning within the lesson	examination.  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	NTS 3d: Manages behaviour and learning with small and large classes.  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). <i>Guidance and counselling in education</i> . 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). 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 and creative approaches to teach communication skills in counselling.

Year of B.Ed. 3 Ser	nester 1	Place of lesson in semester	123456789101112
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Title of Lesson	Counsell	ing Techniq	ues for Beh	aviour Modif	ication in Upper	r Lesson	3 Hours	
	Primary	Schools II				Duration		
Lesson Description	The less	on introduc	es student	teachers to t	he appropriate	creative approac	hes used in	
	counsell	ing learners	in upper p	rimary schoo	ls. These appro	aches, which inc	lude games,	
	play, rhymes and poems, songs, and modelling, seek to enable student teachers to							
	understa	understand how they are applied in counselling learners in upper primary school						
	settings.	settings. The lesson therefore seeks to prepare student teachers to provide effective						
	counsell	counselling for learners during STS.						
Previous student teacher	Student	Student teachers have been introduced to techniques (including online techniques) in						
knowledge, prior learning	counsell	ing in the pr	evious less	on.				
(assumed)								
Possible barriers to learning in	Might n	ot be aware	of how to	use creative a	approaches in co	ounselling learne	rs.	
the lesson								
Lesson Delivery – chosen to	Face-	Practical	Work-	Seminars	Independent	E-learning	Practicum	
support student teachers in	to-face	Activity	Based	[ \[ \]	Study	opportunitie	[٧]	
achieving the outcomes	[√]	[√]	Learning		[ \( \) ]	s		
-						[ 🗸 ]		
Lesson Delivery - main mode of	Face-to-	face – Disc	ussion, lect	urette, think	k, pair share sh	ould be used in	facilitating	
delivery chosen to support	lessons.				•			
student teachers in achieving the	E-learnir	ng opportun	ities – Vide	os from You	Tube on various	kinds of resour	ces used for	
learning outcomes.		and learning						
<b>G</b>	_		-	o and indivi	idual creativity,	discussion and	reflection;	
		_	_		learning resource		,	
					-	with relevant is	sues related	
	to topic.	,			0.0			
	-	activity: wo	orking in gro	oups or indivi	dually on projec	ts for presentati	on.	
		Practical activity: working in groups or individually on projects for presentation.  Practicum: working in mixed-ability groups for role play, discussion, and presentations.						
Overarching outcome, what you	It is expected that student teachers would be able to explain the creative approaches in							
want the student teachers to					en they are on S		p. 0 a o	
achieve, serves as basis for the				- p	<b>,</b>	(1110 00,000		
learning outcomes. An expanded								
version of the description.								
Write in full aspects of the NTS								
addressed								
Learning Outcome for the	Learning	Outcomes		Learning	Identify	which cross cut	ting issues	
lesson, picked and		, outcomes		Indicators		and transferable	_	
developed from the course				maicators			•	
specification	inclusivity, equity and addressin diversity. How will these be							
•						sed or developed		
	CLO 2: D	emonstrate		Evalaia araat		nication skills: T		
learning outcome	knowled		•	Explain creat		iscussions, critiq	_	
		ود, anding and ı	150	approaches i counselling.	present		unig anu	
		nce services		_		ations.		
	_	nice services nication skill		Demonstrate		itoracu Curfina t	ha intarnat	
			5	use of creati	_	iteracy: Surfing t		
	and cour		_	approaches i		vant information	•	
		ies, includin esources for		counselling		iscussions, and d	-	
				learners in u	• •	point for present	ation social	
		ing <b>(NTS 3c,</b>		primary scho	ools. develop	iment.		
	3d).						Th!-	
						al development:	_	
						ork and collabor		
						arguments in su		
					the use	of resources for	4	
			J				_	
						and inclusivity: U	_	

					considering their
				_	and characteristics and for instructional activities.
				JiiitiC3 I	or matractional activities.
					n and Critical thinking:
				_	examination of the on of social development
			·	•	e childhood classrooms.
Topic Title:			Teaching and learning activ		
Counselling Techniques for Behaviour Modification in Upper	Sub-topic	Stage/ti	depending on the delivery collaborative group work o		
Primary Schools II		me	Teacher Activity	Ji iliue	Student Activity
·	Introduction	20	Face-to-face		Face-to-face
		minutes	Use lecturette and questic to review student teach understanding of counse techniques as discussed in previous lesson and link their knowledge of creapproaches in counselling the reading assignment.	chers' elling n the it to eative from	Provide relevant answers by sharing your views on the issues under discussion.
	Characteristi	80	Theme 2, pp. 27-32).  Independent Study and g		Independent Study and
	cs of Social Developmen t in Middle Childhood	minutes 60	discussion  Use pyramid discussion involve student teachers discuss the creative approain counselling learners in uprimary schools, after waroups present their find for comments and ful discussion. Assist stuteachers to cite release	n to s to aches upper which dings arther udent evant their where udent es on	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.
	Creative Approaches in Counselling	minutes	In their groups, ask stu teachers to demonstrate use of selected cre approaches in counselling which comments are given Theme 1.	e the eative after n. (PD	Observe the role play and note issues for comments, clarifications, questions, and suggestions.
	Conclusion	20 minutes	Guide student teachers summarise lesson by identi key points discussed.	ifying	Answer questions and note down key points from the lesson. Take note of topic for lesson 4 and read on it.
Lesson assessments – evaluation			n-lesson Assessment by peers		
of learning: of, for and as learning within the lesson			sentations on creative approments		_
	for assessmen			200,00	- partieus to se submitted
	"Write a 10-p Services provi	paged (excluded in the sachools in ".	oject: Weighted 30% uding reference), double-spa schools you visited for STS. R providing guidance services, nes: CLO 2.	Reflect	and discuss the challenges

	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). Guidance and counselling "unmasked". Kumasi: Approacher's Ghana Limited.
	<ul> <li>Buku, D. K., Noi-Okwei, C., &amp; Wilson, K. N. (2012). Counselling skills and strategies.</li> <li>Accra: SEDCO Publishing Ltd.</li> <li>Namale, M. K. (2012). Guidance and counselling in education. Tema: Richblank Publications.</li> </ul>
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 in teaching creative approaches.
C5000	asing questioning, group work and role play in teaching a cause approaches

Title of Lesson	Assessme	nt Inventori	es for Cour	nselling and F	Practicum		Lesson Duration	3 Hours
Lesson Description	This lesso	n is designe	d to expos	e student tea	chers to variou	ıs asses	sment inve	ntories th
	used to g	ather releva	ant informa	ition on leari	ners with diver	se need	ls. It would	l thus equ
	student t	student teachers with the requisite skills to enable them profile learners in divers						
	learning c	learning contexts in other to put in appropriate interventions to support their learning. Student teachers have taken the course 'inclusive school-based inquiry' that exposed						
Previous student teacher	Student t	eachers hav	ve taken t	he course 'i	nclusive school	l-based	inquiry' th	nat expose
knowledge, prior learning	them to b	asic data co	llection to	ols they used	I for child study	during	supported	l teaching
(assumed)	schools.							
Possible barriers to learning in	Student to	eachers wou	ıld not hav	e had the exp	perience of cou	nselling	learners.	
the lesson								
Lesson Delivery – chosen to	Face-to-	Practica	Work-	Seminar	Independen	E-lea	rning	Practicur
support student teachers in	face	1	Based	s	t Study	oppo	rtunities	[٧]
achieving the outcomes	[ 1	Activity [ √ ]	Learning	[ 1	[ \( \) ]	[ \dagger ]		
Lesson Delivery – main mode of	Face-to-fa	ice – Discu	ssion, lect	urette, think	, pair share s	hould b	e used in	facilitatir
delivery chosen to support	lessons.		,	,	<i>,</i> ,			
student teachers in achieving	E-learning	opportunit	ties – Vide	os from You	Tube on variou	ıs kinds	of resource	es used fo
the learning outcomes.		nd learning						
· ·	_	_		nd individual	creativity, disc	ussion a	and reflect	ion; stude
	and/or tu	tor led on th	ne use vario	ous learning i	esources.			
					ers to engage	with rel	evant issue	es related t
	topic.							
		activity: wor	king in gro	ups or individ	dually on projec	ts for p	resentation	١.
					or role play, disc			
Overarching outcome, what					e able to expla			
you want the student teachers					n they are on S			•
to achieve, serves as basis for		0,			•	•		
the learning outcomes. An								
expanded version of the								
description.								
Write in full aspects of the NTS								
addressed								
Learning Outcome for the	Learning	Outcomes		Learning Ind	licators	Identify	which c	
lesson, picked and						,		oss cuttir
developed from the course						issues		oss cuttir ore ar
							– с	
specification						issues	– c rable	ore an
specification						issues transfe	– c rable rity, eq	ore ar skill
						issues transfe inclusiv address	– c rable rity, eq sing dive ese be ac	ore ar skill uity ar rsity. Ho
specification • Learning indicators for	CLO 3:	Develop	and •	Examine t		issues transfe inclusiv address will the develop	– c rable rity, eq sing dive ese be ac	ore ar skill uity ar rsity. Ho Idressed o
specification • Learning indicators for	CLO 3: demonstr		-		he criteria	issues transfe inclusiv address will the develop Commu	– c rable rity, eq sing diver ese be ac oed? unication s	ore ar skill uity ar rsity. Ho Idressed o
specification • Learning indicators for	demonstr		sion	used to se	he criteria lect specific	issues transfe inclusiv address will the develop Commu Throug	– c rable rity, eq sing dive ese be ac ped?	ore ar skill uity ar rsity. Ho Idressed o kills: cussions,
specification • Learning indicators for	demonstr	ate pas	sion in	used to se techniques	he criteria lect specific	issues transfe inclusiv address will the develop Commu Throug	- c rable rity, eq sing diver ese be ac ped? unication sl h group dis	ore ar skill uity ar rsity. Ho Idressed o kills: cussions,
specification • Learning indicators for	demonstr and co applying	ate pas mmitment appropr	sion in iate	used to se techniques counselling	he criteria lect specific for specific situations	issues transfe inclusiv address will the develop Commu Through critiquin	- c rable rity, eq sing diver ese be ac ped? unication sl h group dis	ore ar skill uity ar rsity. Ho Idressed of kills: cussions, sentations
specification • Learning indicators for	demonstr and co applying technique	ate pas mmitment appropr	sion in iate and	used to se techniques counselling for diverse p	he criteria lect specific for specific situations upils.	issues transfe inclusiv address will the develop Commu Throug critiquii	- c rable rity, eq sing diver ese be ac oed? rnication si h group dis ng and pres	ore ar skill uity ar rsity. Ho Idressed o kills: cussions, sentations
specification • Learning indicators for	demonstr and co- applying technique assessme	ate pas: mmitment appropr	sion in riate and ories	used to se techniques counselling for diverse p Explain the	he criteria lect specific for specific situations upils. techniques	issues transfe inclusiv address will the develop Commu Throug critiquii Digital interne	- c rable rity, eq sing diver ese be ac ped? unication sl h group dis ng and pres	ore ar skill uity ar rsity. Ho Idressed of kills: accussions, sentations arfing the int
specification • Learning indicators for	demonstr and co applying technique assessme in cou	ate pass mmitment appropr es nt invento	in i	used to se techniques counselling for diverse p Explain the appropriate	he criteria lect specific for specific situations upils. techniques for specific	issues transfe inclusiv address will the develop Commu Throug critiquin Digital interne informa	- c rable rity, eq sing diver ese be ac ped? unication sl h group dis ng and pres literacy: Su t for releva	ore ar skill uity ar rsity. Ho Idressed of skills: accussions, sentations arfing the int p in group
specification • Learning indicators for	demonstr and co applying technique assessme in cou	ate pass mmitment appropr ss nt invento inselling modifica	in in initiate and ories for tion	used to se techniques counselling for diverse p Explain the appropriate counselling	he criteria lect specific for specific situations upils. techniques for specific needs of	issues transfe inclusiv address will the develop Commu Throug critiquin Digital interne informa discussi	rable rity, eq sing divel ese be ac oed? unication si h group dis ng and pres literacy: Su t for releva ation to helions, and d	ore ar skill uity ar rsity. Ho Idressed of skills: accussions, sentations arfing the ant p in group esign of
specification • Learning indicators for	demonstr and co applying technique assessme in cou behaviour of learn	ate pas: mmitment appropr ss nt invento inselling modifica ners includ	in i	used to se techniques counselling for diverse p Explain the appropriate counselling learners	he criteria lect specific for specific situations upils. techniques for specific needs of in upper	issues transfe inclusiv address will the develop Commu Througe critiquin Digital le internee informa discussi power	rable rity, eq sing diver ese be ac ped? unication si h group dis ng and pres literacy: Su t for releva ation to hel ions, and d point for pi	ore ar skill uity ar rsity. Ho Idressed of sentations arring the antipolar properties of resentation of resentation of resentation of sentation of resentation of sentation of resentation of sentation
specification • Learning indicators for	demonstr and con applying technique assessmen in con behaviour of learn those wit	ate pass mmitment appropr ss nt invento inselling modifica	in in interest in	used to se techniques counselling for diverse p Explain the appropriate counselling learners primary scho	he criteria lect specific for specific situations upils. techniques for specific needs of in upper	issues transfe inclusiv address will the develop Commu Througe critiquin Digital le internee informa discussi power	rable rity, eq sing divel ese be ac oed? unication si h group dis ng and pres literacy: Su t for releva ation to helions, and d	ore ar skill uity ar rsity. Ho Idressed of sentations arring the antipolar properties of resentation of resentation of resentation of sentation of resentation of sentation of resentation of sentation
specification • Learning indicators for	demonstr and cor applying technique assessme in cou behaviour of learn those wit in primar	ate pass mmitment appropr ss nt invento inselling modifica ners includ h special ne	sion in riate and bries for tion ding eeds NTS	used to se techniques counselling for diverse p Explain the appropriate counselling learners primary school	he criteria lect specific for specific situations upils. techniques for specific needs of in upper pols. appropriate	issues transfe inclusiv address will the develop Commu Throug critiquin Digital interne informa discussi power p social d	rable rity, eq sing diver ese be ac ped? unication si h group dis ng and pres literacy: Su t for releva ation to hel ions, and d point for pr evelopmer	ore ar skill uity ar rsity. Ho Idressed of sentations arring the int p in group esign of resentation it.
<ul><li>specification</li><li>Learning indicators for</li></ul>	demonstr and con applying technique assessmen in con behaviour of learn those wit	ate pass mmitment appropr ss nt invento inselling modifica ners includ h special ne	in in interest in	used to se techniques counselling for diverse p Explain the appropriate counselling learners primary scholly counselling	he criteria lect specific for specific situations upils. techniques for specific needs of in upper pols. appropriate skills and	issues transfe inclusiv address will the develop Commu Throug critiquin Digital interne informa discussi power p social d Creativ	- c rable rity, eq sing diver ese be ac oed? unication sing and prese literacy: Su t for relevation to hel ions, and d point for prevelopmer	ore ar skill uity ar rsity. Ho Idressed of sentations arring the int p in group esign of resentation at.
specification • Learning indicators for	demonstr and cor applying technique assessme in cou behaviour of learn those wit in primar	ate pass mmitment appropr ss nt invento inselling modifica ners includ h special ne	in in interest in	used to se techniques counselling for diverse p Explain the appropriate counselling learners primary scholly counselling	he criteria lect specific for specific situations upils. techniques for specific needs of in upper pols. appropriate skills and in modifying	issues transfe inclusiv address will the develop Commu Througe critiquin Digital interne informa discussi power i social d Creativ Thinkin	rable rity, eq sing diver ese be ac ped? unication si h group dis ng and pres literacy: Su t for releva ation to hel ions, and d point for pr evelopmer	ore ar skill uity ar rsity. Ho Idressed of kills: cussions, sentations arfing the int p in group esign of resentation int.

Г	T		1 61	1
			of learners with diverse needs in primary <b>Equit</b>	y and inclusivity: Using
				us strategies in grouping
				ents considering their ground characteristics
				bilities for instructional
			activ	
Topic Title:			Teaching and learning activities to a	
Assessment Inventories for Counselling and Practicum	Sub-topic	Stage/ti me	depending on the delivery mode selection collaborative group work or independent	
Couriscining and Fracticum		liic	Teacher Activity	Student Activity
	Introduction	20	Face-to-face	Face-to-face
	introduction	minutes	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).	
	Meaning	40	Face-to-face and practical activity	Face-to-face and
	and Types of	minutes	Guide student teachers to use their	practical activity
	Assessment		phones to explore the meaning of	
	Inventories for		assessment inventories. Let student teachers work in groups to examine	, ,
	Counselling		each of the assessment inventories	
	and		such as: Career inventory	
	Practicum		personality inventory, study habit	
			inventory, learning styles inventory etc., and what they are used for (PD	
			Theme 3).	
	Use of	60	Face-to-face and practical activity	Work in small groups
	Creative Approaches	minutes	Provide samples for each samples of the inventories and assign each to a	
	in		group to examine the constructs	-
	Counselling		indicated, the items to be	added to portfolio.
			customized to suit the Ghanaiar context and how data gathered car	
			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.	
		40	Face-to-face	Face-to-face
		minutes	Lead discussion on how	
			interpretation made can be used to design various counseling	
			interventions.	3.50
	Conclusion	20	Review key issues in lesson through	
		minutes	questions and summarise.	questions to review lesson.
Lesson assessments –	In-lesson asse	ssment: Gra	l oup presentations during lessons and p	
evaluation of learning: of, for	reflections (Ad	ddresses CLC	03)	
and as learning within the			of inventories should be part of portfol	io to be submitted in the
lesson	11 week This s	-	ort of course portfolio. TS:	
			and ethical teacher codes of conduct in	h his or her development
	as a profession	nal teacher.		
			ly with colleagues, learners, parent	
	practice.	Parent-Teac	her Associations and wider public as	part of a community of
		s out small-	scale action research to improve praction	e.
			h a a branch	

	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:
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	tertiary institutions. Ibadan: Brightways Publishers.
	Antwi, T. (2016). Introduction to guidance and counselling for the basic school educator.
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	Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i> . Kumasi: Approacher's
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	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.  Short-or, R. 9 Stone, S. C. (1980). Fundamentals of sourcelling (200 od.). Hughton: Miffling.
	Shertzer, B., & Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3 <sup>rd</sup> ed.). Hughton: Mifflin Company.
CPD needs	Workshop on the use of counselling inventories for planning interventions.
CFD Heeds	workshop on the use of counselling inventories for planning interventions.

							•
Title of Lesson	Primary Sch	nools I		viour Modificat		Lesson Duration	3 Hours
Previous student teacher knowledge, prior learning (assumed)	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 upper primary 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 upper primary school settings.  Student teachers have been introduced to communication skills in counselling in upper primary schools. Again, student teachers have in various ways and circumstances, observed or experienced the techniques teachers use in counselling learners in order to modify their behaviour.						
Possible barriers to learning in	Lack of skill	s to apply ap	propriate	e techniques in	counselling si	tuations in schoo	ols.
the lesson					I	T	1
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [ √ ]	Practical Activity [   V ]	Work- Based Learnin	_	Independe nt Study [ V ]	E-learning opportunities [ $\forall$ ]	Practicum [ ]
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	E-learning of middle child Seminars: student tea Independer topic. Practical ac	opportunitie dhood. to generate ichers. nt study: to tivity: workii	s: Videos group a enable s	from YouTube and individual c tudent teacher ups or individua	on features of reativity, disconsist to engage villy on project:	pe used in facilitate of intellectual de cussion and reflectivith relevant issues for presentation ussion, and prese	velopment in ection among les related to n.
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.  Student teachers should be able to explain the conditions that facilitate counselling, and 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 desensitisation and relaxation as techniques of counselling and demonstrate how they are used during STS. More so, student teachers will be able to identify and explain appropriate online techniques for counselling. (NTS 3c, 3d).						
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome	of guidance communica counselling including or	nonstrate ling and use e services, ation skills ar techniques, nline or counsellir	• ond • g	Explain the con that facilitate counselling Explain the stag the counselling Role play the techniques of counselling (courser tructuring an assertive training modelling; system desensitisation relaxation) Discuss the tech for online coun	ditions Cr ess in Di process m in Cc gnitive cr nd Ec ang; va ematic at and ba anniques	entify which crossues – core and tills, inclusivity, eddressing diversinese be addressed eveloped? Teativity and anning for and inclusivity and inclusivity and inclusivity and presquity and presquity and inclusivity and in	ransferable quity and ty. How will d or  innovation: mplementing using their p search for kills: through entations. sivity: using in grouping ering their

<b>Topic title</b> Counselling Techniques for	Sub-topic	Stage/	Teaching and learning activities depending on the delivery mode	
Behaviour Modification in	Sub-topic	time	collaborative group work or inde	ependent.
Upper Primary Schools I			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	40	Face-to-face and Seminar	Face-to-face and
	Necessary for Counselling, and Stages in Counselling	minutes	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 (PD Theme 4).	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	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.	Face-to-face and Seminar Contribute actively to the group discussion and preparation for presentation. Observe, listen and ask questions after presentations. Peer assess and score group 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.
	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 –	Formative Assessment (In-lesson assessment through peer assessment: Assesses CLO 2
evaluation of learning: of, for	Mixed-ability group presentations on counselling techniques (including online techniques)
and as learning within the	for peer assessment. Corrected presentations should be part of the portfolio to be
lesson	submitted for assessment at the end of Lesson 11.
	Assesses: NTS 3c, and 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, Animations and pictures from YouTube on intellectual
	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). 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	Using Questioning and Group Work for Intellectual Development and its learning
	implications.

Year of B.Ed. 3 Semester 1	Place of lesson in semester	1234567 <b>8</b> 9101112
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Tialo of Locare	Causaalli		م ما ما ما دار	. =!=1	Naada I		Lance		3 Hours	
Title of Lesson										
	-	(Lesson should be co-facilitated with a SEN Specialist/Resource   Duration   Person)								
Lancar decorrinties		This lesson is designed to expose student teachers to varying ways of assessing individuals								
Lesson description										
		with specials needs in order to initiate counselling interventions. It will thus equip student								
		teachers with a wide array of strategies and interventions for removing barriers or								
5		addressing learning needs of learners with SEN to help promote their learning.								
Previous student teacher		Some student teachers have attended schools with learners with SEN and therefore appreciate the difficulties faced by learners and facilitators. Student teachers might have								
knowledge, prior learning					-		. Student t	teacher	rs mignt n	ave
(assumed)		learners witl						CEN an	سمما مطاحات	
Possible barriers to learning in		-	nave so	ıme r	nisconceptio	ns about lear	ners with :	SEN an	id the lear	ner
the lesson		they face.	Mode		Causinana	1	ГІссинін		Duo etierre	
Lesson Delivery – chosen to	Face-to-	Practical	Work-		Seminars	Independe	E-learnin	-	Practicui	m
support student teachers in	face	Activity	Based		[ \[ \]	nt Study	opportu	nities	[ ]	
achieving the outcomes	[ \( \)	[ \( \) ]	Learni		Alainele maine	[ 1]	[ / ]		: I	_
Lesson Delivery – main mode						hare should b			-	
of delivery chosen to support	_		s: viae	os tr	om routube	on features	oi intellect	tuai de	veiopmen	ιin
student teachers in achieving	middle chi		- ar		المطابية المصالة	- !!-	oucoles s	الماسموا.	ation are	05-
the learning outcomes.		-	e group	and	i individual (	reativity, dis	cussion an	ia reiie	ection amo	ong
	student te		onable	· c+	dont toacher	s to engage v	with rolous	nt icc	ios rolatos	d + 0
		ent study. to	enable	Stu	dent teather	s to engage v	vitii reieva	1111 1550	ies relatet	טו ג
	topic.	ctivity: worki	na in ar	ounc	or individual	ly on projects	for procor	atation		
						ole play, discu				
Overarching outcome, what					<u> </u>	onditions tha		•		tho
you want the student teachers						pected that s				
to achieve, serves as basis for						ining; modell				
the learning outcomes. An		-	_			demonstrate				
expanded version of the						y and explain				
description.		elling. (NTS 30		DC u	bic to identifi	y and explain	арргорпа	te omin	ic teeriiiq	ucs
Write in full aspects of the NTS	Tor courisc	g. (1113 30	., Juj.							
addressed										
Learning Outcome for the	Learning C	Outcomes			Learning Ind	icators	Identify	which	cross cutt	ting
lesson, picked and							issues	_		and
developed from the							transfer	able	sk	cills,
course specification							inclusivi	ty, e	equity a	and
<ul> <li>Learning indicators for</li> </ul>							addressi	-	versity. H	low
each learning outcome								_	addressed	
G							develop	ed?		
	CLO 3. der	nonstrate		•	Identify the o	ounselling	Creativit	y and i	nnovation	1:
	knowledge	e and			techniques a	nd services	Planning	for an	d	
	understan	ding of divers	se		used to mana	age different	impleme	enting a	role play.	
	counsellin	g techniques			needs and ch	allenges of	Digital lit	teracy:	using thei	ir
	suitable fo	r learners wi	th		middle childl	nood learner	mobile o	devices	to search	for
	diverse ph	ysical, menta	l,		(in the: Psych	nomotor	informat	tion.		
	social, beh	avioural,			domain. Cog	nitive	Commur	nication	n skills:	
		needs in prin	nary		domain, Affe	ctive	through	critiqu	ing and	
	schools (N	TS 3g)			domain) duri	ng	presenta	ations.		
					Supported Te	-	Equity a	nd incl	usivity: usi	ing
					Schools.	-	various			
							grouping	g stude	nts	
							consider	ing the	eir	
									aracteristic	cs
	Ī						and abili			

<b>Topic title</b> Counselling Learners with Special Needs I	Sub-topic	Stage/time	Teaching and learning active depending on the delivery number collaborative group work or Teacher Activity	node selected. Teacher-led
	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 Learners with SEN	40 minutes	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. 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 Learners with SEN	40 minutes	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 learners with SEN	30 minutes	Independent learning Guide student teachers to work in smaller groups to explore why parents of 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.
		20 minutes	Independent learning In their small groups, guide student teachers to examine how parents can provide pedagogical cupport and be involved in	Independent learning In small groups, examine how parents can provide pedagogical support present findings and comment on presentations.

	T			
			the education of their	
			wards with SEN. Let	
			student teachers present	
			findings and comment on	
			presentations.	
	Conclusion	10 minutes	Review key issues in	Respond to questions to
	Correlation	10 1111114165	lesson through questions	review lesson.
			and summarise.	Teview lesson.
				Dooding posignment Dood
			Reading assignment: Read	Reading assignment: Read
			the inclusive education	the inclusive education
			policy and disability rights	policy and disability rights in
			in Ghana.	Ghana.
Lesson assessments –		-	presentations during lessons	and peer assessment and
evaluation of learning: of, for	comments (Addr			
and as learning within the	Quiz on topics tr	eated from less	sons 6-8 (15%)	
lesson	Child study repo	rt on learners v	vith school related problems 15	5%
	Addresses the fo	llowing NTS		
	NTS 1d: Is guided	d by legal and e	thical teacher codes of conduc	t in his or her development as
	a professional te			·
			with colleagues, learners, page	arents. School Management
			Associations and wider public	
	practice.	rene reacher 7	issociations and wider public	as part or a community or
		ut cmall ccalo	action research to improve pra	ctico
			action research to improve pra	ctice.
			ging learning environment.	landa with Caraial Edwards and
			arners, especially girls and stud	ients with Special Educational
	Needs, ensuring			
Instructional Resources			n and Learning (2016). Teaching	
			e for tutors. Accra. Ministry of E	
			n and Learning (2016). <i>Questio</i>	
	development gui	de for tutors. A	ccra. Ministry of Education (ww	ww.t-tel.org)
	Transforming Te	acher Educatio	n and Learning (2016). <i>Group</i> พ	ork: Professional
	development gui	de for tutors. A	ccra. Ministry of Education (ww	vw.t-tel.org)
		-	os, Animations and pictures f	
	development in		-	
Required Text (core)			P. E. (2010). Counselling in	teacher education. Winneba:
neganica rest (core)			pment and Extension.	teacher education. Williams
			ction to modern guidance and	Counselling: A hasic text for
	tertiary institution			counselling. A busic text for
			to guidance and counselling f	for the basis school advisator
			to guidance and counselling j	or the basic scribor educator.
	Accra: Design's N		:	and and Market Market and a second
		. A. (2014). G	uidance and counselling "unmo	dsked". Kumasi: Approacher's
	Ghana Limited.			
			Vilson, K. N. (2012). Counsellin	ng skills and strategies. Accra:
	SEDCO Publishin	•		
			dance and counselling in (	education. Tema: Richblank
	Publicat	ions.		
Additional Reading List	Ackummey, M. A	A. (2003). <i>Orga</i>	nization and administration of	school guidance programme.
	Accra: Media Gra	aphic & Press L	td.	
	Gibson, R. L., & I	Mitchell, M. (20	008). Introduction to counsellin	g and guidance (7 <sup>th</sup> ed.). New
	York: Pearson Ed			
			<i>child guidance</i> (6 <sup>th</sup> ed.). Beln	nont, California: Wadsworth,
	Cengage Learnin		. ,	´
			e and counselling. A function	al approach. Lagos: John-Lad
	Publisher Ltd.		a coansening. A junetion	
		tone S C /10	80). Fundamentals of counsell	ing (3rd ed.) Hughton: Mifflin
			50). Fundamentais of counsell	ing (3 Ea.). Hagiitoii. Willilli
CDD needs	Company.	aronto nada-	ogical support conserve and	how to got involved in the
CPD needs			ogical support concerns and	now to get involved in the
	education of the	ir wards with S	EIV.	

Year of B.Ed. 3 Semester	1	Place of lesson in semester	12345678 <b>9</b> 10 11 12
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Title of Lesson	Counselling Learners with Special Needs II Lesson 3 Hours										
	(Lesson should be co-fac	ilitated w	ith a SEN Spec	ialist/Resou	rce Dura	tion					
	Person)										
Lesson description	This lesson is designed to expose student teachers to varying ways of assessing individuals										
	with specials needs in o	rder to in	itiate counselli	ng intervent	ions and th	eir eth	ical and legal				
	implications. It will the										
	interventions for remov	ing barrie	rs and also ad	here to ethic	cal and lega	al impli	cations while				
	addressing learning need										
Previous student teacher	Some student teachers	have atte	nded have sch	ools with le	arners with	n SEN a	nd therefore				
knowledge, prior learning	appreciate the difficultie	es they fa	ce. They might	t have also s	seen learne	rs with	SEN in their				
(assumed)	schools of practice. They	are also	familiar with t	he inclusive	education	policy	and disability				
	rights in Ghana.										
Possible barriers to learning in	Student teachers may h	ave some	misconception	ns about lea	rners with	SEN an	d the learner				
the lesson	difficulties they face.										
Lesson Delivery – chosen to	Face-to- Practical \	Vork-	Seminars	Independe	E-learnin	g	Practicum				
support student teachers in	face Activity E	ased	[ \[ \]	nt Study	opportu	_	[]				
achieving the outcomes	<b>'</b>	earning		[v]	[ ]		-				
Lesson Delivery – main mode	Face-to-face: Discussion,		e, think, pair sh		oe used in f	acilitati	ng lessons.				
of delivery chosen to support	E-learning opportunities										
student teachers in achieving	middle childhood.										
the learning outcomes.	Seminars: to generate	group ar	nd individual c	reativity, dis	scussion ar	d refle	ction among				
· ·	student teachers.	0 1		•			o .				
	Independent study: to	enable st	udent teachers	s to engage	with releva	nt issu	es related to				
	topic.										
	Practical activity: workin	g in grour	s or individual	ly on project	s for prese	ntation.					
	Practicum: working in m				•						
Overarching outcome, what	Student teachers will b										
you want the student teachers	standards and legal con			_			-				
to achieve, serves as basis for	1d)										
the learning outcomes. An	,										
expanded version of the											
description.											
Write in full aspects of the NTS											
addressed											
Learning Outcome for the	Learning Outcomes		Learning Indica	itors	Identify w	hich o	ross cutting				
lesson, picked and	Learning Gateomes		-curring muio		•		transferable				
developed from the							equity and				
course specification						-	ity. How will				
Learning indicators for							dressed or				
each learning outcome					developed						
cucii icariiiig outcome	CLO 4: Demonstra	te •	Discuss the		Creativity	and	innovation:				
	l		procedures				mplementing				
	understanding of ethic		counselling le		a role play		inpicincing				
	_		_				using their				
					standards and legal middle childhood Digital literacy: using their						
	concerns in counselling • Explain the legal mobile devices to search for										
			•				o search for				
	learners in their midd	le	implications	and	informatio	n.					
		le	implications concerns in c	and ounselling	informatio Communic	n. ation s	kills: through				
	learners in their midd	le	implications concerns in coin in learners i	and ounselling	informatio Communic critiquing a	n. ation s and pre	kills: through sentations.				
	learners in their midd	le	implications concerns in coincerns in learners in coincide childhood.	and ounselling n middle	informatio Communic critiquing a Equity an	n. ation s and pre d inclu	kills: through sentations. ssivity: using				
	learners in their midd	le •	implications concerns in coin learners in childhood. Discuss the d	and ounselling n middle	informatio Communic critiquing a Equity an various str	n. ation s and pre d inclu ategies	kills: through sentations. Isivity: using in grouping				
	learners in their midd	le •	implications concerns in coin learners in childhood. Discuss the dand similarities	and ounselling n middle ifferences between	informatio Communic critiquing a Equity an various str students	n. ation s and pre d inclu rategies consid	kills: through sentations. isivity: using in grouping lering their				
	learners in their midd	le e	implications concerns in concerns in concerns in content in conten	and ounselling n middle ifferences s between gal issues	informatio Communic critiquing a Equity an various str students backgroun	n. ation s and pre d inclu rategies consid d c	kills: through sentations. Isivity: using in grouping				
	learners in their midd	le •	implications concerns in coin learners in childhood. Discuss the dand similarities	and ounselling n middle ifferences between gal issues learners	informatio Communic critiquing a Equity an various str students	n. ation s and pre d inclu rategies consid d c	kills: through sentations. isivity: using in grouping lering their				

<b>Topic title</b> Counselling Learners with Special Needs II	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.  Teacher Activity Student Activity			
	Introduction	20 minutes	Face-to-face Review student teachers' RPK through questions to explore their views about support parents can provide for wards with SEN.	Face-to-face Provide appropriate responses for questions		
	Confidentiality or ethical issues in counselling learners with SEN	40 minutes	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 learners with SEN.	Face-to-face and e-learning opportunities Participate in discussion by responding to questions.		
	Unique Characteristics of Counsellor of Learners with SEN	40 minutes	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. 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 Learners with SEN	40 minutes	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 learners with SEN	30 minutes	Independent learning Guide student teachers to work in smaller groups to explore why parents of 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.		

	Ta		I					
	Creating a safe	50 minutes	Independent learning	Independent learning				
	counselling		Co-facilitate with SEN	Participate in discussions				
	environment for learners		resource person to guide student teachers to think-	and present views in pairs.				
	with SEN;		pair and share views on					
	WILLI SEIN,		how to create a safe					
			counselling environment					
			for learners with SEN.					
			Let selected pairs present					
			and use concept maps to					
			organize ideas presented.					
			Add other things to be					
			considered to enrich					
			discussion.					
	Key	50 minutes	Face-to-face	Face-to-face				
	counselling		Co-facilitate lesson with	Participate in discussion by				
	approaches/str		SEN resource person and	responding to questions.				
	ategies for		assist student teachers to					
	learners with		discuss the counselling					
	SEN		approaches/strategies for					
			learners with SEN/disability					
	Conclusion	20 minutes	Review key issues in lesson	Respond to questions to				
			through questions and	review lesson.				
			summarise.					
Lesson assessments –			presentations during lessons	and peer assessment and				
evaluation of learning: of, for	comments. Addr							
and as learning within the	Addresses the fo	•						
lesson			thical teacher codes of conduc	it in his or her development as				
	a professional te		with colleagues, learners, page	arents School Management				
				as part of a community of				
	practice.	rene reaction 7	osociations and wider public	as part of a community of				
		out small-scale	action research to improve pra	ctice.				
			ging learning environment.					
	NTS 3f: Pays atte	ention to all lea	arners, especially girls and stud	dents with Special Educational				
	Needs, ensuring							
Instructional Resources			n and Learning (2016). <i>Teachin</i>					
			for tutors. Accra. Ministry of E					
	_		n and Learning (2016). <i>Question</i>	-				
			.ccra. Ministry of Education (wv n and Learning (2016). <i>Group</i> и					
			n and Learning (2016). Group w .ccra. Ministry of Education (w	-				
			os, Animations and pictures f					
	development in							
Required Text (core)			P. E. (2010). Counselling in	teacher education. Winneba:				
			pment and Extension.					
	·	•	ction to modern guidance and	l counselling: A basic text for				
	tertiary institution	,						
			to guidance and counselling f	for the basic school educator.				
	Accra: Design's N		dalamas and "" "	and a all I I I				
		A. (2014). Gu	uidance and counselling "unmo	askea". Kuması: Approacher's				
	Ghana Limited.	-Okwai C 9. V	Vilson, K. N. (2012). Counsellin	na skills and stratagies Assess				
	SEDCO Publishin		viison, K. IV. (2012). Counsellin	iy aniis unu atruteyles. Attid.				
			dance and counselling in (	education. Tema: Richhlank				
	Publicat		and counselling III	cassason rema. Membrank				
Additional Reading List			nization and administration of	school guidance programme.				
_	Accra: Media Gra	aphic & Press Lt	td.					
			008). Introduction to counsellin	g and guidance (7 <sup>th</sup> ed.). New				
	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	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	123456789 <b>10</b> 1112	
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Title of Lesson	Ethical	standards a	and legal con	cerns in c	ounselling		Lesson Duration	3 Hours		
Lesson description	counsel informa	This lesson has been design to expose student teachers to the ethical and legal issues in counselling. Pertinent issues relative to protecting client's (learners) confidentiality and information shared shall be discussed. This will equip them to be able to provide the necessary support required for all primary school pupils to learn.								
Previous student teacher knowledge, prior learning (assumed)  Possible barriers to learning in the lesson	rights in They ha Student	ome student teachers are also familiar with the inclusive education policy and disability ights in Ghana and are also providing varying kinds of support for learners during STS. hey have also discussed ethical issues in counselling with SEN tudent teachers might not have undertaken a full counselling session with an upper rimary school learner								
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face- to- face [ v]	Practica I	Work- Based Learning	Seminal	Study  [ 1/ ]	E-lea oppo [ \( \) ]	rning ortunities	Practicum [ ]		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Discussion, lecturette, think, pair share should be used in facilitating lessons.  E-learning opportunities: Videos from YouTube 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.									
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		standards a			ill demonstrate kr counselling learners		-	_		
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome	Learnin	g Outcome	es	Lea	rning Indicators	tr in ac w de	utting issue ransferable ansferable occurring defension defension defense be eveloped?	which cross s – core and skills, equity and iversity. How addressed or		
		dge canding conding ds and leganselling lo middle	emonstrate and of ethical al concerns earners in childhood	process	cedures inselling learners idle childhood blain the le	in Plin in D gal m for Code the process een uses grees because between between between the process grees code the process grees code the process grees between the process grees between the process grees code the process grees code the process grees code the process greet greet the process greet the process greet the process greet the	lanning nplementing igital literace nobile device or information ommunicati nrough cri resentations quity and sing various rouping onsidering	on skills: tiquing and s.		

Topic title Ethical Standards and Legal Concerns in Counselling	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
			Teacher Activity	Student Activity			
	Introduction	30 minutes	Face-to-face Review student teachers' RPK through questions to explore their views about ethical issues in counselling 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 (Co-facilitate 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 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 – evaluation of learning: of, for and as learning within the			esentations during lessons and pres of course portfolio (Addresses CLO 4)				
lesson	Addresses the following NTS NTS 1d: Is guided by legal and ethical teacher codes of conduct in his or her develop as a professional teacher. NTS 1e: Engages positively with colleagues, learners, parents, School Manage Committees, Parent-Teacher Associations and wider public as part of a communi 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 guide 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)	<ul> <li>Ackummey, M. A., &amp; Ackom, P. E. (2010). Counselling in teacher education. Winneba: Institute for Educational Development and Extension.</li> <li>Akindde, E. A. (2012). Introduction to modern guidance and counselling: A basic text for tertiary institutions. Ibadan: Brightways Publishers.</li> <li>Antwi, T. (2016). Introduction to guidance and counselling for the basic school educator.</li> <li>Accra: Design's Network.</li> <li>Bedu-Addo, P. K. A. (2014). Guidance and counselling "unmasked". Kumasi: Approacher's Ghana Limited.</li> <li>Buku, D. K., Noi-Okwei, C., &amp; Wilson, K. N. (2012). Counselling skills and strategies. Accra: SEDCO Publishing Ltd.</li> <li>Namale, M. K. (2012). Guidance and counselling in education. Tema: Richblank Publications.</li> </ul>
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	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	12345678910 <b>11</b> 12
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Title of Lesson	Submissi	on and Asse	ssment of	f Port	folio and F	Project		Lesson Duration	3 Hours
Lesson description	as their	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 bee	Student teachers have been presenting reports (group or individual) writing projects, and have been informed to compile them as part of their portfolio or project for submission and assessment by the tutor.  Student teachers might not be familiar with this approach of assessment							
the lesson  Lesson Delivery – chosen to support student teachers in achieving the outcomes  Lesson Delivery – main mode of delivery chosen to support				g rette		Independent Study  [ V ]  r share should b	op [ \ e us	sed in facilitati	
of delivery chosen to support student teachers in achieving the learning outcomes.	middle cl Seminars student t Independ topic. Practical	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							
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	It is expected that at the end of this exercise, student teachers would have submitted the required Professional Teacher Portfolio and Project for assessment (NTS 1d).								
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome	Learning	Outcomes			Learning	Indicators	iss tra in ac w	ansferable	core ar skill quity ar ersity. Ho
	knowledg and prep profession	ge, understoaration of	onstrate tanding, a good eaching	•		ent for e assessment burse. oroject written equirement for e assessment	Crr PI im Di m in Cc th pr Ecc va gr ccc ba	reativity and anning famplementing a sigital literacy: sobile devices formation. In the communication arough critical cresentations. Equity and inclusions couping considering	or ar role play. using the to search f skil quing ar

Topic title			Teaching and learning activit	ies to achieve outcomes			
Counselling Learners with	Sub-topic	Stage/time	depending on the delivery mo				
Special Needs II		011.80, 1	collaborative group work or in				
			Teacher Activity	Student Activity			
	Introduction	20 minutes	Face-to-face	Face-to-face			
			Discuss with student	Listen and ask questions			
			teachers, the need for	for clarification.			
			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.				
	Submission of	100 minutes	Face-to-face	Face-to-face			
	Portfolio		Ask student teachers to	Follow the laid down			
			follow arrangement for	arrangements to submit			
			submission of portfolio for	portfolio for			
			assessment using their	assessment.			
			index/registration number in				
	Submission of	50 minutes	an ascending order.  Face-to-face	Face-to-face			
	Project Report	30 minutes	Ask student teachers to	Follow the laid down			
			follow arrangement for	arrangements to submit			
			submission of project report	project report for			
			for assessment using their	assessment.			
			index/registration number in				
			an ascending order.				
	Conclusion	10 minutes	Find out if all student				
			teachers have submitted individual portfolio and				
			project report. Thank them				
			for their co-operation and				
			remind them of the next				
			lesson to review the course				
			and prepare for end of				
			semester examination.				
Lesson assessments –	-	Subject Portfolio:	weighted 30%.				
evaluation of learning: of, for and as learning within the	,	t of the following	ssessment section of template 1	(10% each)			
lesson		mester/Class Test		(1070 cucii)			
		ve Journal (40%)	, , , ,				
		ation of portfolio	(10%)				
		-	O 2, CLO 3, and CLO 4				
	Addresses the fo						
	NTS 1a: Critically and collectively reflects to improve teaching and learning.  NTS 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content						
		eure content know ne school and grac		and pedagogical content			
	_	_	g learning environment.				
			earning in small and large classes	5 <b>.</b>			
	_		uctional strategies that encoura				
	and critical think	ing.	-				
			ers, especially those with Special				
			rategies appropriate for mixed	-ability, multilingual, and			
	multi-age classes		loarnord difficulties as asias == =	antions referring			
			learners' difficulties or misconc the competency of the teacher.	epuons, referring			
			eferencing to assess learners.				
	1413 3h. Oses Or	Jecuve Citterion i	ererending to assess 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). 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, Animations and pictures from YouTube on intellectual
	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). <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). <i>Counselling skills and strategies</i> . 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). 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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Title of Lesson	Review o	Review of Course (Guidance and Counselling in Upper Primary)  Lesson  Duration  3 Hours							
Lesson description	weeks to	his lesson seeks to assist student teachers to review all topics discussed in the first eleven reeks to consolidate their understanding and application of the various concepts discussed onder each of the topics.							
Previous student teacher knowledge, prior learning (assumed) Possible barriers to	undertak childhoo		of activi	ties fo	r different co	omponents o		ne course manua sessment in inclu	
learning in the lesson  Lesson Delivery – chosen to support students in achieving the outcomes  Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Independ	Practical Activity [V] ace: Question dent Study an g opportunity	d Semin	<b>ng</b>   tutor-  ar: wh	ole class disc	ussion.		E-learning opportunities [ v ]  The topics unde	<b>Practicum</b> r review.
<ul> <li>Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	discussed	Student teachers would be able to identify and explain the key concepts in all the topics discussed for the semester as a means of getting prepared for end of semester examination, and STS (NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, and 3p).							
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning	Learning	Outcomes		Learn	ing Indicator	rs	iss ski ad the	entify which cr ues – core and t lls, inclusivity, dressing diversit ese be add veloped?	transferable equity and
outcome	knowled and app concepts	I-5: Demor ge, understa lication of th is in the d for the sem	ne key topics	t t c n	xamine to oncepts in to opics in the he semester larification nisunderstan larifications onsolidate anderstanding	course for , and seek on dings and to	•	Collaboration communication group presenta Gender, equifair distributeaching and opportunities recognition of differences.	tions.  ty through ution of learning and individual  fawareness and varied ategies that

<b>Topic Title:</b> Review of Course	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.			
	Sub-topic	Stage/ 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 Theme 2).	Face-to-face Student teachers respond to questions and share their views to contribute to the discussion.		
	Guidance Services	25 minutes	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 learning theories.	Face-to-face Student teachers respond to questions and share their views to contribute to the discussion.		
	Counselling Techniques for Behaviour Modification in Middle Childhood	25 minutes	Use questioning and tutor-led discussion to elicit views of student teachers to review the topic on transfer of learning (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 transfer of learning (PD Theme 2, 3 pp. 75-82).	Student teachers respond to questions and share their views to contribute to the discussion.		
	Counselling Learners with Special Needs	25 minutes	Use questioning and tutor-led discussion to elicit views of student teachers to review the topic on transfer of learning (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 Middle Childhood School Settings	25 minutes	Use questioning and tutor-led discussion to elicit views of student teachers to review the topic on transfer of learning (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 – evaluation of learning: of, for and as learning within the lesson	Component 3: End of Semeste Assesses Cours	on of peer asse Summative As er Examination e Learning Out	ssment of views raised by student te sessment (40%) ccomes 1-5 se, 3f, 3g, 3m, 3p	eachers.		

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	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
moti detional nessarees	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials:</i>
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)
	Transforming Teacher Education and Learning (2016). <i>Group work: Professional development</i>
	guide for tutors. Accra. Ministry of Education (www.t-tel.org).
	Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional</i>
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org).
	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials:</i>
	Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org).
	Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development</i>
2 : 12 :/ )	guide for tutors. Accra. Ministry of Education (www.t-tel.org).
Required Text (core)	Ackummey, M. A., & Ackom, P. E. (2010). <i>Counselling in teacher education</i> . 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
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	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 creative approaches to address school related problems.
Course Assessment	<sup>1</sup> Component 1:
Course Assessment	Subject Portfolio Assessment (30% overall score)

| 50 |

- 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

 $<sup>^{\</sup>rm 2}$  See rubrics on Subject Project assessment in Annex 6 of NTEAP