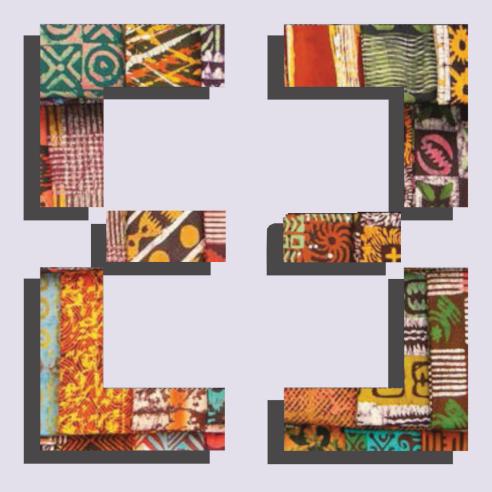# Four-Year B.Ed. Course Manual

LAWS AND POLICIES IN SPECIAL NEEDS EDUCATION

The 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 meet 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 these sets 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 copies 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 is approach used to produce these manual.

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

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked and 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

1. **This course needs to *explicitly* prepare student teachers to meet the expectations for year two regarding enquiry.**
2. **There probably needs to be some guidance to tutors regarding how lessons in this course may need moving depending on the pattern of STS**
3. The third lesson is about (lesson description) equipping student teachers with the knowledge and skills to manage data on learning. None of the topics are to do with this. The lesson description is achieved through the related topics. This needs to be revised. These topics are also not reflected in the CLO
4. Where lessons only have one learning outcomes this must fully capture what the lesson is intended to do as written in the description – these reflect the course learning outcomes. These lessons need to be revised with a set of learning outcomes and indicators linked to the description. The topics and activities need to fully reflect these
5. Suggest the team read the Pedagogy foundations course to support them in the revision

A. Course Information

Title Page

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

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

ii. Course Details

Course name	Laws and Policies in Special Needs Education				
Pre-requisite	Student teachers have taken the courses 'Foundations of Education in Ghana' and "Inclusive School-based Inquiry" which exposed them to general philosophies of education, developing personal teaching philosophies, issues about gender, equity and inclusion, learner diversity and characteristics, data collection and management as well as use of data for classroom intervention.				
Course Level	100	Course Code		Credit Value	3

Table of contents

1. Goal for the Subject or Learning Area

This course will expose student teachers to knowledge about international and national policies on SEN, core values and ethics in Special Needs Education (SNE), which will enable them to guarantee and protect the rights of the children with SEN as well as promote gender related issues.

2. Key contextual factors

There areinternational and national laws and policies which guarantee the rights of learners with SEN and other issues relating to gender. Student teachers therefore need to be guided to acquire requisite knowledgeand competencies in order to protect and the rights of all learners and in particular those with SEN.

3. Course Description

The course is designed to expose student-teachers to requisite knowledge and understanding of international and national policies on SEN, the rights of the child and gender related issues. The course is also designed to imbibe values and ethics that should be the hallmark of every teacher in contemporary Ghana. This course addresses Teachers Professional Practice and Professional Knowledge. The teaching approaches will include: Classroom enquiry (check lists, data collection and management) audio visual analysis, inviting resource persons, tutor-led seminars and demonstrations, computer–based instructions, interactive and collaborative group work, student teacher-led sessions, shower thoughts and debates. The modes of assessment of student-teachers will include the individual and group demonstrations, dramatization, tests. (NTECF, bullet 8, p.39; NTS 2a,). (NTECF, bullet 4, 16, p.39; NTS 1d) (NTS 3m; NTECF bullet 4 p17 & bullet 3 p35 & bullet 5 & 6 p16) NTS 2E; NTECF bullet 2 page 33)

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 discuss, compare and contrast international and national laws as well as analyse and reflect on ethics and values in Special Needs Education(CLO 1, CLO 2, CLO 3).

Collaboration is fostered through assigning group projects and presentation of various topics the rights of children with SEN,ethics

Communicative skills of student teacher would be enhanced through debate, interrogation and presentation of values and ethics (CLO 1, CLO 2, CLO 3)

Personal development & Enquiry skills in action research would be fostered acquiring skills for collecting data, analysing and initiating interventions for individual children and small groups (CLO 2).

Respect for diversity and Individual differences would be engendered in student teachers by understanding the rights ofchildren with SEN (CLO 1, CLO 2)

	5. Course Learning Outcomes	
CLO 1.Exhibit skills in discussing international and national policies on SEN, the rights of the child and policies on gender-based violence and sexual exploitation (Salamanca Statement, Inclusive Education Policy etc.) (NTS 2a; NTECF bullet 2 page 16, bullet 8 page 39).		CLO 1.1.Explain the key issues in International and National policies on SEN, the rights of the child and gender-based violence and sexual exploitation policies CLO 1.2. Describe the role of international organizations such as the UN in supporting Ghana to promote the rights of the child with SEN.
CLO 2.demonstrate knowledge and skills on the core values and ethics that guide the teaching and learning of learners with SEN (NTS 1d, 1 f; NTECF bullet 4 page 39).		CLO 2.1. Write a report on how to protect and promote the rights of learners with SEN
CLO 3. Exhibit professional values and leadership during teaching and learning of all learners with SEN (NTS 1d, NTECF bullet 14 page 16, bullet 7 p.32).		CLO 3.1 Identify professional ethics and code of conduct for working with children with SEN and their families.
	6. Course Content	

Unit/ Week	Topic	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
1	International Laws and Conventions on Disability	Introduction to International laws and Conventions on Disability; the UN Convention on the Rights of the Child& the UN Convention on Persons with Disabilities	Inviting resource persons to make presentations on international conventions on disability, rights of the child & child abuse. Tutor-led seminars &discussions on the conventions on the rights of the child.
2	International Policies on Disability	The UN Standard Rules on Equalisation of Opportunities for Persons with disabilities, Jomtien - EFA 200, The Salamanca Accord& the Sustainable Development Goal Four (SDG4)	Classroom enquiry, data collection & Management on the rights of the child; Tutor-led seminars & discussion of the importance and implications of the Standard Rules, EFA 2000, the Salamanca Accord &SDG4.
3	The 1992 constitution & Children's Act, 1998	1992 Constitution &the Children's Act ,1998	Tutor-led discussions on the rights of the child; Interactive and collaborative group work on the 1992 constitution & Children's Act; Shower thoughts, debates and student teacher-led sessions on key policies &disability.
4	National Policies onEducation and Disability	1961 Education Act, Education Act 2008, the National Inclusive Education Policy&Education Strategic Plan 2003-2030	Student- led seminar and presentations on Education Act 2008, IE Policy and ESP 2003-2030
5	National Gender and Children Policy& Persons with Disability Law, 2006 (Act 715)	National Gender & Children Policy, Domestic Violence Act 2007 (Act 732)	Tutor-led seminars and shower thoughts to lead session in explaining gender & children policy as well as the Disability Law.Student- led seminar and presentations on gender & domestic violence.
6	Regulations for Care & Protection of Children without Appropriate Parental Care	Care reform initiative, Context & Background, Children's rights, Standards 1-20	Tutor-led seminars and shower thoughts to lead session in explaining care reform initiative, context & background. Student- led seminar and presentations on children's rights, Standards 1-37 as well as records & files management.
7	Regulations for Care & Protection of Children without Appropriate Parental Care (II)	Standards 21-37 & Records & Files Management	Student- led seminar and presentations on children's rights, Standards 1-37 as well as records & files management.
8	Child & Family Welfare	Introduction,	Student- led seminar and presentations on

	Policy 2014	Community processes to protect children, Policy Framework	community processes to protect children, policy framework, beliefs & values as well as child and family welfare system.
9	Child & Family Welfare Policy 2014 (II)	Beliefs & Values & The Child & Family Welfare System	Tutor-led seminars and shower thoughts to lead sessions to explain and discuss Beliefs and values. Student- led seminar and presentations on Child & Family Welfare System
10	Values & Ethics in Special Needs Education	Values and ethics in Special Needs Education (SNE)	Audio visual analysis (Exposures to video clips on professional ethics and good practices). Inviting resource persons to make presentations on relevance of values and ethics and their implications for practice. Tutor-led seminars and demonstrations on professional ethics and good practices. Interactive and collaborative group work; Role play tolerance, value, respect and empathy for learners with SEN.
11	Disability language & etiquette	Disability language, Models of disability, language, etiquette & common courtesies	Tutor-led discussion, independent study and small group discussion

7. Teaching and Learning Strategies

- Cooperative learning
- Individual and group presentations
- Writing of reflective notes
- Think-pair-share
- Team teaching – co-planning and co-teaching by tutors and lecturers with varying expertise
- Talk for learning approaches- always, sometimes, never true, convince yourself, convince a friend; pyramid discussion etc

8. Course Assessment Components

Component 1 –Subject Portfolio Assessment: (30% overall score)
- **Selected items of students work (3 of them-10% each) =30%**
- **Midterm/semester assessment (20%)**
- **Reflective journals projects and learning (40%)**
- **Organization and Presentation of the subject portfolio (10%) (how it is presented/organized)**

Notes: Students work; Class exercises, written assignments, report from field trips, reports from audio visual analysis, observations from STS in SEN, oral presentations. Etc. (Individual and Group Assignments and presentations)

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

- **Introduction; a clear statement of aim and purpose of the project– 10%**
- **Methodology; what the student 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%)

All assessments should address critical thinking skills, personal development, problem solving, reflection, communication and collaboration skills and evaluation.

9. Required Reading and Reference List

Turnbull, A., Turnbull, R. &Wehmeyer, M.I. (2010). *Exceptional lives: Special education in today's schools* (6th ed.). New Jersey: Pearson. Hallahan, Kauffman & Pullen (20009)

10. Teaching and Learning resources

1. Audio-visuals from YouTube
2. Samples of Individual Learning Plans
3. Samples of diagnostic tools
   4. Samples of inventories and checklists

11. Course related professional development for tutors/ lecturers

LESSON 1

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

Title of Lesson	International Laws and Conventions on Disability		Lesson Duration	3 Hours
Lesson description	The lesson is designed to expose student-teachers to requisite knowledge and understanding of international conventions on persons with disabilities. **This first lesson introduces student teachers to the course learning outcomes and the three assessment components**			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have taken Foundations of Education in Ghana and Inclusive School based inquiry courses in Year One			
Possible barriers to learning in the lesson	Misconceptions & prejudices about disability, large class sizes, lack of materials in different formats for students with SEN (Braille version, text-to-speech), units to download materials using phones.			

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

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** lecturette, discussions and other talk for learning approaches should be employed to introduce the lesson & help student teachers appreciate global efforts towards inclusion of persons with disabilities. **Practical Activity:** students will dramatize panel discussions of the provisions in the conventions **Seminar:** small group presentations and discussions of key provisions in the conventions **Independent Study:** student teachers will do independent study using appropriate ICT tools to search for web site of the United Nations to locate the Conventions, download copies for discussions **e-learning Opportunities:** Student teachers will use their phones and other digital devices to download Convention documents for discussion

• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	Exhibit skills in discussing international, national policies and convention on SEN, the rights of the child and policies on gender-based violence and sexual exploitation (Salamanca Statement, Inclusive Education Policy etc.) (NTS 2a; NTECF bullet 2 page 16, bullet 8 page 39).

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1) Demonstrate knowledge and understanding of the key features of the UN Conventions on the Rights of the Child 2) Demonstrate knowledge and understanding of the Convention on Persons with Disabilities.	1) Record discussions of key features of the UN Convention on the Rights of the Child with emphasis on education, wellbeing and force labour, with tutors and peers. 2) List key features of the UN Convention on the Rights of Persons with Disabilities. 3) Discuss how the keys features in both conventions are implemented in communities and schools and record the main points in their Reflective.	Whole class approach to Small group activities will enable student teachers appreciate and address equity and gender issues among themselves and their learners in future; they would learn how to integrate appropriate ICT tools in learning, practice collaboration and engage in reflective practice during group discussion.

Topic Title: UN conventions on the rights of the child and persons with disabilities	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 of the course manual and the expectations for student teachers. Introduction to the UN Convention on the Rights of the Child & Persons with Disabilities	10 min 10-20 minutes	**Face-to-face** Lecturette to introduce the course manual and expectations for student teachers. Introduce students to the course as a specialist area that will end them up as experts in the area. Pause for comments. Move on to introduce the UN Conventions on the Rights of the Child and Persons with Disabilities	Student teachers actively listen to the introduction of the course manual and expectations for student teachers. Students share their comments and ask for clarifications, if any. Student teachers continue to listen to the introduction of the Conventions and ask related questions e.g. why did the UN come out with the convention? What are the responsibilities of member states?
	Key features of the UN Convention on the Rights of the child	40-50 minutes	**e-learning opportunity** Guide students to download PDF copies of the convention on the rights of the child using their mobile phones. (https://www.unicef.org/**child-rights-convention**) (https://www.ohchr.org/Documents/ProfessionalInterest/crc**.pdf**) (https://www.un.org › disabilities › documents › convention › convoptprot-e) *https://www.un.org › development › desa › convention-on-the-rights-of-p...* **Independent learning & seminar** Guide students to identify the key features of the convention for small group discussion.	Students teachers use appropriate ICT tools (mobile phones) to download PDF copies of the UN Convention. Student teachers identify the key features of the convention and present in small group discussions.
	Introduction to the Convention on the Rights of Persons with Disabilities Preamble Panel discussions on the 50 articles & 18 protocols	10-30minutes 45-60 minutes	**Face-to-face** Lecturette to introduce the UN Convention for Persons with Disabilities **Practical Activity** Guide students to do presentation on the articles and protocols of the convention to the whole class.	Student teachers listen actively to the introduction by tutors and lecturers and prepare towards the panel discussion Student teachers hold panel discussions on the 50 articles and the 18 protocols emphasizing how these provisions are observed in Ghana. They record of class interactions using appropriate ICT tools e.g. photos, videos and audio materials for their portfolios

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment as
	• (Student teachers in panel discussions:
	      1) The Convention on the rights of the child
	      2) The Convention on the rights of persons with disabilities
	
	• Individual and mixed ability group present written reports based on reflections on the convention on the rights of the child and rights of persons with disabilities
	
	Assesses Learning Outcomes: CLO 1
	
	Assessment should address critical thinking skills, communication and collaboration, personal development, problem solving, reflection and evaluation.

Instructional Resources	5. PDF Copies of the UN Conventions on the Rights of the Child/ Persons with Disabilities.
Required Text (core)	1. Avoke, M. (2005). Introduction to Special Education, Accra: City Publishers. 2. PDF Copies of UN Conventions on the Rights of the Child/Persons with Disabilities (online) www.unicef.org/crc/files/Rights_overview.pdf
Additional Reading List	1. Yekple, E. Y. & Deku, P. (2017) Ed. Exceptional Learners: An Introduction to Special Education. Winneba: Department of Special Education Book 2. Hayford, S. K. (2013). Special educational needs and quality education for all. Winneba: Special Education Books.
CPD needs	Using appropriate ICT tools for recording classroom interactions for building portfolios

LESSON 1

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

Title of Lesson	International Policies on Disability		Lesson Duration	3 Hours
Lesson description	The lesson is designed to expose student-teachers to requisite knowledge and understanding of international policies on persons with disabilities.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have gone through international conventions on the rights of the child and persons with disabilities.			
Possible barriers to learning in the lesson	Misconceptions & prejudices about disability, large class sizes, lack of materials in different formats for students with SEN (Braille version, text-to-speech), units to download materials using phones.			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Leaning	Seminars [√]	Independent Study [√]	e-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** lecturette, discussions and other talk for learning approaches should be employed to introduce the lesson & help student teachers appreciate global efforts towards inclusion of persons with disabilities. **Practical Activity:** students will dramatize panel discussions of the provisions in the conventions **Seminar:** small group presentations and discussions of key provisions in the conventions **Independent Study:** student teachers will do independent study using appropriate ICT tools to search for web site of the United Nations to locate the Conventions, download copies for discussions **e-learning Opportunities:** Student teachers will use their phones and other digital devices to download Convention documents for discussion.						
• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	Exhibit skills in discussing international, national policies and convention on SEN, the rights of the child and policies on gender-based violence and sexual exploitation (Salamanca Statement, Inclusive Education Policy etc.) (NTS 2a; NTECF bullet 2 page 16, bullet 8 page 39).						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1) Demonstrate knowledge and understanding of the key features of international policies on Persons with Disabilities.	1) Record discussions of key features of international policies. 2) Discuss how the features are being observed in Ghana and record the main points in their Reflective Journals	Engagement in small group activities will enable student teachers address equity and gender issues among themselves as well as show their learners in future; they would learn how to integrate appropriate ICT tools in learning, practice collaboration and engage in reflective practice during group discussions.

Topic Title:	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
International Policies on persons with disabilities			Teacher Activity	Student Activity
	UN Standards on the Equalization of Opportunities for persons with Disabilities	30-45 minutes	**Face-to-face** Lecturette to introduce the UN Standards on the Equalization of Opportunities for Persons with Disabilities	Student teachers actively listen to the introduction of the UN Standard Rules and ask related questions e.g. why the standards? How do the Standards differ from the Convention?
	The Salamanca Accord	30-45 minutes	**e-learning opportunity** Guide students to download PDF copies of the UNESCO Salamanca Accord using their mobile phones. *www.unesco.org › education › pdf › SALAMA_E* https://www.european-agency.org › salamanca-statement-and-framework **Independent learning & seminar** Guide students to identify the key features of the Salamanca Accord for small group discussion *https://www.european-agency.org › salamanca-statement-and-framework*	Students teachers use appropriate ICT tools (mobile phones) to download PDF copies of the Salamanca Accord. Student teachers identify the key features of the Salamanca Accord and present in small group discussions.
	UNESCO's Education for All (EFA 2000) initiative	30 minutes	**Practical Activity** Guide students to do presentation on the key features of the Salamanca Accord in small groups.	Student teachers hold small group discussions on the UNESCO's EFA 2000 initiative, taking notes of the implication for children with disabilities.
	The Sustainability Development Goals	30-60 minutes	Guide students to download PDF file of the SDG and study how Goal Four (4) is linked to the current provisions in our education policies	Recording of class interactions using appropriate ICT tools e.g. photos, videos and audio materials for their portfolios
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment Student teachers in panel discusses the international policies on individuals with disabilities Individual and mixed ability groups present written reports based on reflections on the convention on the rights of the child with disabilities Assesses Learning Outcomes: CLO 1 Assessment should address critical thinking skills, personal development, problem solving, reflection, communication and collaboration skills and evaluation.			
Instructional Resources	6. PDF Copies of the UN Conventions on the Rights of the Child/ Persons with Disabilities.			

Required Text (core)	3. Avoke, M. (2005). Introduction to Special Education, Accra: City Publishers.
	4. PDF Copies of UN Conventions on the Rights of the Child/Persons with Disabilities (online)
	www.unicef.org/crc/files/Rights_overview.pdf
Additional Reading List	3. Yekple,E. Y. & Deku, P. (2017) Ed. Exceptional Learners: An Introduction to Special Education. Winneba: Department of Special Education Book
	4. Hayford, S. K. (2013). Special educational needs and quality education for all. Winneba: Special Education Books.
CPD needs	Panel discussions on the Convention on the rights of the child and on the Convention on the rights of persons with disabilities

LESSON 3

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

Title of Lesson	The 1992 Constitution & the Children's Act, 1998	Lesson Duration	3 Hours
Lesson description	The lesson is designed to expose student-teachers to requisite knowledge and understanding of 1992 Constitution & the Children's Act, 1998.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have taken Foundations of Education in Ghana and Inclusive School based inquiry courses in Year One as well as international conventions and policies on disability		
Possible barriers to learning in the lesson	Misconceptions & prejudices about disability, large class sizes, lack of materials in different formats for students with SEN (Braille version, text-to-speech), units to download materials using phones.		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Leaning	Seminars [√]	Independent Study [√]	e-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** lecturette, discussions and other talk for learning approaches should be employed to introduce the lesson & help student teachers appreciate global efforts towards inclusion of persons with disabilities. **Practical Activity:** students will dramatize panel discussions of the provisions in the conventions **Seminar:** small group presentations and discussions of key provisions in the conventions **Independent Study:** student teachers will do independent study using appropriate ICT tools to search for web site of the United Nations to locate the Conventions, download copies for discussions **e-learning Opportunities:** Student teachers will use their phones and other digital devices to download Convention documents for discussion.						

• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	Exhibit skills in discussing international and national policies on SEN, the rights of the child and policies on gender-based violence and sexual exploitation (CLO1) (The 1992 Constitution & the Children's Act, 1998) (NTS 2a; NTECF bullet 2 page 16, bullet 8 page 39).

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1) Demonstrate knowledge and understanding of the national laws and their implication to the welfare of persons with disabilities.	1) Record discussions of national laws and their implication to the welfare of persons with disabilities. 2) Discus how national laws safeguard the rights of Persons with Disabilities.	Discussions of the national laws and disability will enable student teachers develop knowledge in addressing equity and gender issues; they would learn how to integrate appropriate ICT tools in learning, and practice collaboration.

Topic Title: National Constitution and the Children's Act	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 to national laws	15 minutes	**Face-to-face** Lecturette to introduce the 1992 Constitution of Ghana	Student teachers actively listen to the introduction of the 1992 Constitution as a preparation towards the analysis of the full document.
	1992 Constitution	75 minutes	**e-learning opportunity** Guide students to download PDF copies of the 1992 Constitution of Ghana using their mobile phones. *https://www.wipo.int › edocs › lexdocs › laws* *https://www.ghanaweb.com › GhanaHomePage › republic › constitution* **Independent learning & seminar** Guide students to identify the key features of the 1992 Constitution of Ghana for small group discussion	Students teachers use appropriate ICT tools (mobile phones) to download PDF copies of the 1992 Constitution of Ghana. Student teachers identify the key features of the 1992 Constitution of Ghana and present in small group discussions.
	The Children's Act, 1998 (Act 560)	90 minutes	**Practical Activity** Guide students to make notes from the Children's Act, 1998 (Act 560); they should take notes on the following key features: Sections 1-15 Rights of the child; Sections 16-26 Care & protection; Sections 87-96 Child labour; Sections 105-114 Approved Residential home care; & Sections 115-120 Day care centres.	Student teachers hold panel discussions on the key features of the Children's Act (Ghana) emphasizing how these features such as rights of the child; care & protection; child labour; approved residential home care & day care centres. Recording of class interactions using appropriate ICT tools e.g. photos, videos and audio materials for their portfolios
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment • Student teachers to use drama to exemplify the rights of persons with disabilities in different contexts e.g. education, employment and access to social services. • Student teachers must submit report on how the rights of all children, including those with disabilities (SEN) are observed in their communities or classrooms of their STS. Assesses Learning Outcomes: CLO 1 Assessment should address critical thinking skills, personal development, problem solving, reflection, communication and collaboration skills and evaluation.			
Instructional Resources	1. PDF Copies of the 1992 Constitution & Children's Rights, 1998 (Act 560)			
Required Text (core)	1. Avoke, M. (2005). Introduction to Special Education, Accra: City Publishers. 2. PDF Copies of UN Conventions on the Rights of the Child/ www.unicef.org/crc/files/Rights_overview.pdf			

Additional Reading List	1. Hayford, S. K. (2013). Special educational needs and quality education for all. Winneba: Special Education Books.
CPD needs	Use of appropriate ICT tool to teach policy issues relating to vulnerable groups in society

LESSON 4

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

Title of Lesson	National Policies on Education and Disability	Lesson Duration	3 Hours
Lesson description	The lesson will introduce students to various activities and strategies to address barriers to learning. The lesson will enable the student teacher adopt appropriate interventional strategies to address identified needs of learners.		
Previous student teacher knowledge, prior learning (assumed)	Knowledge about barriers to learning, through STS (beginning teaching 1) student teachers would have gained knowledge of challenges learners manifest in classrooms, knowledge about misconceptions of learning.		
Possible barriers to learning in the lesson	Misconceptions & prejudices about disability, large class sizes, lack of materials in different formats for students with SEN (Braille version, text-to-speech), units to download materials using phones		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Leaning	Seminars [√]	Independent Study [√]	e-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** lecturette, discussions and other talk for learning approaches should be employed to introduce the lesson & help student teachers appreciate global efforts towards inclusion of persons with disabilities. **Practical Activity:** students will dramatize panel discussions of the provisions in the conventions **Seminar:** small group presentations and discussions of key provisions in the conventions. **Independent Study:** student teachers will do independent study using appropriate ICT tools to search for web site of the United Nations to locate the Conventions, download copies for discussions **e-learning Opportunities:** Student teachers will use their phones and other digital devices to download Convention documents for discussion.						
• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	Exhibit skills in discussing National Policies on Education and SEN, the rights of the child and policies on gender-based violence and sexual exploitation (The Disability Law2006 (Act 715). Inclusive Education Policy, etc.) (NTS 2a; NTECF bullet 2 page 16, bullet 8 page 39).						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1) Demonstrate knowledge and understanding about the key features of the national policies on education and disability. 2) Demonstrate knowledge and understanding about the key features of the national and disability.	1) Discuss key features of Education Acts, 1961 & 2008. 2) Discuss the key features of the Inclusive Education Policy	Identify measures of addressing equity and gender issues, ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice

Topic Title: National Policies on Education and Disability	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**
	1961 Education Act, Education Act 2008,	30 minutes	**Face-to-face** Expose student teachers to the two Acts emphasising on the provisions for children with disabilities.	Student teachers listen actively and take notes of the key features of the Acts with respect to children with disabilities.
	The National Inclusive Education Policy	90 minutes	**Practical Activity & Seminar** Guide students to use appropriate ICT tools to download the IE policy for study.	Student teachers use appropriate ICT tools to download the IE policy for small group activities. Students discuss the definition of inclusion, categories of children mentioned in the policy among others.
	Education Strategic Plan 2003-2030	60 minutes	**Seminar & e-learning** Guide students to prepare notes on key features in the ESP 2003-2030 for class presentation (*https://www.globalpartnership.org › content › education-strategic-plan-201.*)	Student teachers download copies of the ESP 2003-2030 and identify the key features on access to education and SEN for small group discussion prior whole class presentations. Record class interactions with appropriate ICT tools and keep photos and videos in their portfolios.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment • Panel discussion of the three policies- Education Act of 1961, 2008 & IE Policy (INDIVIDUAL AND GROUP PRESENTATIONS) • Individual and mixed ability groups present written reports based on reflections on the national poilicies on educationand disability Assesses Learning Outcomes: CLO 1 Assessment should address critical thinking skills, personal development, problem solving, reflection, communication and collaboration skills and evaluation.			
Instructional Resources	1) The National Inclusive Education Policy -online 2) Education Strategic Plan 2003-2030 – online 3) Education Act 2008 MoE (2008)			
Required Text (core)	1. Hayford, S. K. (2013). Special Educational Needs and Quality Education for All. Winneba: Department of Special Education Books			
Additional Reading List	1. Gadagbui, G. Y. (1998) ……			
CPD needs	Discussion of provisions in policy documents for children with SEN			

LESSON 5

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

Title of Lesson	National Gender and Children Policy & Persons with Disability Law, 2006 (Act 715).	Lesson Duration	3 Hours
Lesson description	The lesson will expose student teachers to National Gender and Children Policy as well as Persons with Disability Law in order to enable them acquire relevant knowledge and understanding of the features of the two documents. The lesson will also enable the student teachers pay particular attention to issues relating to gender and disability in order to promote equity and inclusion in their practice.		
Previous student teacher knowledge, prior learning (assumed)	Knowledge about international and national laws and policies on disabilities.		
Possible barriers to learning in the lesson	Misconceptions & prejudices about disability, large class sizes, lack of materials in different formats for students with SEN (Braille version, text-to-speech), connectivity problems,		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Leaning	Seminars [√]	Independent Study [√]	e-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** lecturette, discussions and other talk for learning approaches should be employed to introduce the lesson to prepare student teachers to discuss policy documents on gender and disability. **Seminar:** small group presentations and discussions of key provisions in the conventions **e-learning Opportunities:** Student teachers will use their phones and other digital devices to download Policy documents for discussion.						

• Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed	Exhibit skills in discussing **the National Gender and Children Policy as well as Persons with Disability Law,** the rights of the child and policies on gender-based violence and sexual exploitation (NTS 2a; NTECF bullet 2 page 16, bullet 8 page 39).

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1) Demonstrate knowledge and understanding of the key features of the national gender and children policy. 2) Demonstrate knowledge and understanding of the key features of Persons with Disability Law, 2006.	1) Record discussions of national gender and children policy and its implication to their classroom practice. 2) Discuss and record how to safeguard gender issues in teaching and learning. 3) Describe and record in their RJ how the rights of persons with disabilities are guaranteed at schools and communities.	Understanding National Gender and Children Policy will enhance student teachers understanding of their role in promoting equity, gender and inclusion, they will develop appropriate skills in ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice.

Topic Title: National Gender and Children Policy & Persons with Disability Law, 2006 (Act 715).	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**
	Policy Goals, Objectives & Principles	15 minutes	**Face-to-face** Guide student teachers to discuss the policy goals	Student teachers listen actively to the introduction by the tutor as preparation towards individual and small group activities.
	Gender Concerns & Child related issues	30 minutes	**e-learning & Practical Activity** Guides students to make notes for group discussion *https://www.unicef.org › ghana › reports › child-and-family-welfare-policy*) (*mogcsp.gov.gh › ...*) (*mogcsp.gov.gh ›*)	Student teachers use appropriate ICT tools to download document on gender and children policy, study the objectives and write notes for small group discussion.
Persons with Disability Law of 2006 (Act 715)	Key features of the Law	90 minutes	**Seminar** Guide student teachers to prepare notes on key features of the policy documents for classroom interactions.	Student teachers continue with small group activities by downloading Act 715 and taking notes of the key features for small group discussion. Students record classroom interactions using appropriate ICT tools to get photos and videos for their portfolios.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment Discuss the relevance of National Gender and Children Policy to you as a student teacher (Or) - Write a short presentation on the key features of Persons with Disability Law, 2006 (Act 715) to educate your community during a PTA meeting. - Individual and mixed ability groups present written reports based on reflections on the National Gender and Children Policy Assesses Learning Outcomes: CLO 1 Assessment should address critical thinking and analysis skills, personal development, problem solving, reflection, communication and collaboration skills and evaluation.			
Instructional Resources	1. National Gender and Children Policy 2. Persons with Disability Law, 2006 (Act 715). online			
Required Text (core)	2. National Gender and Children Policy 3. Persons with Disability Law, 2006 (Act 715). online			
Additional Reading List				
CPD needs	Panel & small group discussion of policies on gender and disability			

LESSON 6

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

Title of Lesson	Regulations for Care & Protection of Children without Appropriate Parental Care (I)	Lesson Duration	3 Hours
Lesson description	The lesson will introduce students to some aspects of regulations for care & protection of children without appropriate parental care in Ghana.		
Previous student teacher knowledge, prior learning (assumed)	Knowledge about various international and national policies on children's rights, knowledge about street children and child adoption, teenage pregnancy & parents		
Possible barriers to learning in the lesson	Misconceptions & prejudices about disability, large class sizes, lack of materials in different formats for students with SEN (Braille version, text-to-speech), units to download materials using phones		

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

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** lecturette, discussions and other talk for learning approaches should be employed to introduce the lesson & help student teachers the key features in the policy. **Practical Activity:** students will dramatize panel discussions of the provisions in the policy **Independent Study:** student teachers will do independent study using appropriate ICT tools to search for the policy, download copies for discussions **e-learning Opportunities:** Student teachers will use their phones and other digital devices to download policy documents for discussion.
• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	The student teachers will demonstrate knowledge and understanding of the key features of the policy, particularly the **regulations for care & protection of children without appropriate parental care in Ghana.**

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1) Demonstrate application of Regulations for Care & Protection of Children withoutAppropriate Parental Care.	1) Identify the key features of and discuss care reform initiative and context of children's rights in Ghana. 2) Discuss and record Standards 1-20 of the regulations for care and protection of children without appropriate parental care in Ghana.	Identify and address equity and gender issues, ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice

Topic Title: Regulations for Care & Protection of Children without Appropriate Parental Care	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**
	Care reform initiative, Context, & Background	60 minutes	**Face-to-face & Independent Study** Introduce the lesson to student and guide them to do independent study on Regulations for Care & Protection of Children without Appropriate Parental Care	Student teachers listen actively to the tutor/lecturer as they prepare to read material. e-**learning** student teachers use appropriate ICT tools to download material on regulations for residential care as a last resort and make notes on key features in the policy. www.ovcghana.org › docs › standards_for_residential_care
	Children's rights,	30 minutes	**e-learning & Seminar** guide student to read and make notes for whole class discussion on the rights of the child. *www.ovcghana.org › docs › standards_for_residential_care*	Student teachers use appropriate ICT tools to download the children's rights read make notes for whole class discussion
	Standards 1-20	90 minutes	**Seminar** Guide student teachers to engage in whole class seminar and discussion on the standards of the rights of the child	Student teachers present their notes on the three aspects of the document for whole class discussion. They record class interactions and use appropriate ICT tools to take photos and videos for their portfolios.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment Panel discussion of the Context and background of the Regulations for Care & Protection of Children without Appropriate Parental Care. • Individual and mixed ability groups present written reports based on reflections on the Regulations for Care & Protection of Children without Appropriate Parental Care Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3 Assessment should address critical thinking and analysis skills, personal development, problem solving, reflection, communication and collaboration skills and evaluation.			
Instructional Resources	Regulations for Care & Protection of Children without Appropriate Parental Care (document)			
Required Text (core)	Regulations for Care & Protection of Children without Appropriate Parental Care (document) online			
Additional Reading List				
CPD needs	Mock review of a case applying the Regulations for Care & Protection of Children……			

LESSON 7

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

Title of Lesson	Regulations for Care & Protection of Children without Appropriate Parental Care (II)	Lesson Duration	3 Hours
Lesson description	The lesson will expose student teachers to other aspects of regulations for care & protection of children without appropriate parental care in Ghana.		
Previous student teacher knowledge, prior learning (assumed)	Knowledge about various international and national policies on children's rights, knowledge about street children and child adoption, teenage pregnancy & parents		
Possible barriers to learning in the lesson	Misconceptions & prejudices about disability, large class sizes, lack of materials in different formats for students with SEN (Braille version, text-to-speech), units to download materials using phones		

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

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** lecturette, discussions and other talk for learning approaches should be employed to introduce the lesson & help student teachers the key features in the policy. **Practical Activity:** students will dramatize panel discussions of the provisions in the policy **Independent Study:** student teachers will do independent study using appropriate ICT tools to search for the policy, download copies for discussions **e-learning Opportunities:** Student teachers will use their phones and other digital devices to download policy documents for discussion.

• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	The lesson will equip student teachers with knowledge and understanding of the key features of the policy, particularly the Standards 21-37 & Records & Files Management of the Regulations for Care & Protection of Children without Appropriate Parental Care

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1) Demonstrate skills on the Standards 21-37 of the Policy 2) Demonstrate knowledge in records and file management.	1) Apply appropriate assistive devices and other intervention activities to support learners with SEN. 2) Demonstrate how to manage records and files of learners with SEN	Student teachers conduct a panel discussion on measures of addressing equity and gender issues. ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice

Topic Title: Regulations for Care & Protection of Children without Appropriate Parental Care (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
	Standards 21-37 & Records & Files Management	60 minutes	**Face-to-face & Independent Study** Introduce the lesson to students and guide them to do independent analysis onRegulations for Care & Protection of Children.	Student teachers listen actively to the tutor/lecturer as they prepare to read material. e-**learning** student teachers use appropriate ICT tools to download material on regulations for residential care as a last resort and make notes on key features in the policy.
	Records & File management	30-90 min	**e-learning & Seminar** guide student to read and make notes for whole class discussion.(*https://www.unicef.org › ghana › reports › child-and-family-welfare-policy*) (*mogcsp.gov.gh › ...*) www.ovcghana.org › docs › standards_for_residential_care) **Seminar** Guide student teachers to engage in whole class seminar and discussion	Student teachers use appropriate ICT tools to download the children's rights read make notes for whole class discussion Student teachers present their notes on the three aspects of the document for whole class discussion. They record class interactions and use appropriate ICT tools to take photos and videos for their portfolios
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment • Panel discussions of Standards 21-37 (Standards for Operation of Residential Care Settings in Ghana) as well as records & files management. • Individual and mixed ability groups present written reports based on reflections on the Regulations for Care & Protection of Children without Appropriate Parental Care (Standards 21-37) Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3 Assessment should address critical thinking and analysis skills, personal development, problem solving, reflection, communication and collaboration skills and evaluation.			
Instructional Resources	Regulations for Care & Protection of Children without Appropriate Parental Care (document)			
Required Text (core)	egulations for Care & Protection of Children without Appropriate Parental Care (document) online			
Additional Reading List				
CPD needs	Records and File management of children under custodial care			

LESSON 8

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

Title of Lesson	Child & Family Welfare Policy 2014	Lesson Duration	3 Hours

Lesson description	The lesson will introduce student teachers toChild& Family Welfare Policy 2014 Ghana.
Previous student teacher knowledge, prior learning (assumed)	Knowledge about various international and national policies on children's rights, knowledge about street children and child adoption, teenage pregnancy & parents
Possible barriers to learning in the lesson	Misconceptions & prejudices about disability, large class sizes, lack of materials in different formats for students with SEN (Braille version, text-to-speech), units to download materials using phones

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

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** lecturette, discussions and other talk for learning approaches should be employed to introduce the lesson & help student teachers the key features in the policy. **Practical Activity:**students will dramatize panel discussions of the provisions in the policy **Independent Study:** student teachers will do independent study using appropriate ICT tools to search for the policy, download copies for discussions **e-learning Opportunities:** Student teachers will use their phones and other digital devices to download policy documents for discussion.
• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	The lesson will equip student teachers with knowledge and understanding of the key features of the Child & Family Welfare Policy 2014

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1) Demonstrate application of knowledge about Child & Family Welfare Policy 2014.	Record how to apply appropriate knowledge about Community processes to protect children, Policy Framework Child & Family Welfare Policy 2014.	Addressing equity and gender issues, ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice

Topic Title: Child & Family Welfare Policy 2014	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 to Child and family Welfare Policy 2014- definitions and concepts	30-45 minutes	**Face-to-face & Independent Study** Introduce the lesson to student and guide them to do independent study to reflect on definitions and concepts e.g. child. Childhood, child and Family Welfare, and child	Student teachers listen actively to the tutor/lecturer as they discuss key concepts in the policy e.g. child, childhood, child and family welfare... e-**learning** student teachers use appropriate ICT tools to download material policy and

			protection system strengthening.	make notes on definitions and concepts in the policy.
	Community processes to protect children,	45 minutes	**e-learning & Seminar** guide student to read and make notes for whole class discussion. (https://www.unicef.org › ghana › reports › child-and-family-welfare-policy) (*mogcsp.gov.gh ›*)	Student teachers use appropriate ICT tools to download the children's rights read make notes for whole class discussion
	Policy Framework	90 minutes	**Seminar** Guide student teachers to engage in whole class seminar and discussion. Provide appropriate adaptations to engender inclusion.	Student teachers present their notes on the policy framework for whole class discussion. They record class interactions and use appropriate ICT tools to take photos and videos for their portfolios.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment • Student- led seminar and presentations on community processes to protect children and policy framework. • Individual and mixed ability groups present written reports based on reflections on the child and family welfare policy Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3 Assessment should address critical thinking and analysis skills, personal development, problem solving, reflection, communication and collaboration skills and evaluation.
Instructional Resources	Regulations for Care & Protection of Children without Appropriate Parental Care (document)
Required Text (core)	Regulations for Care & Protection of Children without Appropriate Parental Care (document) online
Additional Reading List	
CPD needs	Designing of policy framework

LESSON 9

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

Title of Lesson	Child and Family Welfare Policy (II)	Lesson Duration	3 Hours
Lesson description	The lesson will introduce students Beliefs & Values & The Child & Family Welfare System in Ghana.		
Previous student teacher knowledge, prior learning (assumed)	Knowledge about various international and national policies on children's rights, knowledge about street children and child adoption, teenage pregnancy & parents		
Possible barriers to learning in the lesson	Misconceptions & prejudices about disability, large class sizes, lack of materials in different formats for students with SEN (Braille version, text-to-speech), units to download materials using phones		

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

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** lecturette, discussions and other talk for learning approaches should be employed to introduce the lesson & help student teachers the key features in the policy. **Practical Activity:**students will dramatize panel discussions of the provisions in the policy **Independent Study:** student teachers will do independent study using appropriate ICT tools to search for the policy, download copies for discussions **e-learning Opportunities:** Student teachers will use their phones and other digital devices to download policy documents for discussion.
• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	The lesson will equip student teachers with knowledge and understanding of the key features of the policy, particularly, the Beliefs & Values & The Child & Family Welfare System.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1) Demonstrate knowledge about Beliefs & Values & The Child & Family Welfare System	1) Demonstrate understanding of Beliefs& Values & The Child & Family Welfare System.	Addressing equity and gender issues, ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice

Topic Title: Child and Family Welfare Policy (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
	Beliefs and Values	60 minutes	**Face-to-face & Independent Study** Introduce the lesson to student and guide them to do independent study- beliefs and values.	Student teachers listen actively to the tutor/lecturer as they prepare to read material. e-**learning** student teachers use appropriate ICT tools to download material on regulations for residential care

				as a last resort and make notes on key features in the policy.
	The Child & Family Welfare System	90min	**e-learning & Seminar** guide student to read and make notes for whole class discussion.	Student teachers use appropriate ICT tools to download the children's rights read make notes for whole class discussion.
			Seminar Guide student teachers to engage in whole class seminar and discussion	Student teachers present their notes on the three aspects of the document for whole class discussion. They record class interactions and use appropriate ICT tools to take photos and videos for their portfolios.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment • Student- led seminar and presentations on community processes to protect children and policy framework. • Individual and mixed ability groups present written reports based on reflections on the child and family welfare policy Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3 Assessment should address critical thinking and analysis skills, personal development, problem solving, reflection, communication and collaboration skills and evaluation.
Instructional Resources	CHILD AND FAMILY WELFARE POLICY (document)
Required Text (core)	CHILD AND FAMILY WELFARE POLICY (document) online
Additional Reading List	
CPD needs	Coaching by a Social Welfare Officer - Beliefs and values system as well as Child and Family Welfare

LESSON 10

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

Title of Lesson	Values & Ethics in Special Needs Education		Lesson Duration	3 Hours
Lesson description	The lesson will introduce students to Values & Ethics in Special Needs Education.			
Previous student teacher knowledge, prior learning (assumed)	Knowledge about various international and national policies on children's rights, knowledge about street children and child adoption, teenage pregnancy & parents			
Possible barriers to learning in the lesson	Misconceptions & prejudices about disability, large class sizes, lack of materials in different formats for students with SEN (Braille version, text-to-speech), units to download materials using phones			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Leaning	Seminars [√]	Independent Study [√]	e-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** lecturette, discussions and other talk for learning approaches should be employed to introduce the lesson & help student teachers identify the key features in the policy. **Practical Activity:** students will dramatize through panel discussions of the provisions in the policy **Independent Study:** student teachers will do independent study using appropriate ICT tools to search for the policy, download copies for discussions **e-learning Opportunities:** Student teachers will use their phones and other digital devices to download policy documents for discussion.						

• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	The lesson will equip student teachers with knowledge and understanding of the Values & Ethics in Special Needs Education		
• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1) Demonstrate application of Values & Ethics in Special Needs Education	Demonstrate appropriate Values & Ethics in managing the needs of learners with SEN	Addressing equity and gender issues, ICT Integration, critical thinking, problem solving, creativity, collaboration and reflective practice

Topic Title: Values & Ethics in Special Needs Education			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**
	Introduction	30 minutes	**Face-to-face & Independent Study** Introduce the lesson to student and guide them to do independent study on values and ethics in special education.	Student teachers listen actively to the tutor/lecturer as they prepare to read material. **e-learning** student teachers use appropriate ICT tools to download material on values and ethics in SNE.

	Values and Ethics in Special Needs Education	90 minutes	**e-learning & Seminar** guide student to read and make notes for whole class discussion on Values & Ethics in Special Needs Education. *https://extension.usu.edu › ou-files › self_assessment_tool › 10C_Language* **Seminar** Guide student teachers to engage in whole class seminar and discussion on Values & Ethics in Special Needs Education in Ghana.	Student teachers use appropriate ICT tools to download values and ethics in special needs education make notes for whole class discussion. Student teachers present their notes on the three aspects of the document for whole class discussion. They record class interactions and use appropriate ICT tools to take photos and videos for their portfolios.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment • Student- led seminar and presentations on values and ethics guiding the education of learners with special needs. • Individual and mixed ability group present written reports based on reflections on the values and ethics guiding the education of learners with special needs. Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3 Assessment should address critical thinking and analysis skills, personal development, problem solving, reflection, communication and collaboration skills and evaluation.			
Instructional Resources	CHILD AND FAMILY WELFARE POLICY Government of Ghana (document)			
Required Text (core)	HILD AND FAMILY WELFARE POLICY (document) online			
Additional Reading List	chá, R., Abery, B., Johnstone, C., Poghosyan, A., & Hunt, P. (Eds.) (2018). *Inclusive Education Strategies: A Textbook.* Minneapolis, MN, USA: University of Minnesota; Yerevan, Armenia: UNICEF Armenia & Armenian State Pedagogical University.			
CPD needs	Coaching in how to observe values and ethics in Special Needs Education			

LESSON 1

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

Title of Lesson	Disability language & etiquette			Lesson Duration	3 Hours
Lesson description	The lesson will expose student teachers to acceptable disability language & etiquette to enable develop the capacity to promote equity and inclusion in their classrooms.				
Previous student teacher knowledge, prior learning (assumed)	Knowledge about conventions and laws on the rights of children, gender and persons with disabilities.				
Possible barriers to learning in the lesson	Attitudes, misconceptions, prejudices, lack of materials in different formats, technological problems				

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Leaning	Seminars [√]	Independent Study [√]	e-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** lecturette, discussions led by a resource person invited to do a presentation **Seminar:** student teachers sit to listen to presentation by the resource persons or two						

• Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed	The lesson will equip student teachers with knowledge and understanding of acceptable language and etiquette in relation to disability to enhance their capacity as professional teachers.		
• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	**Learning Outcomes**	**Learning Indicators**	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1) Demonstrate application of appropriate language and etiquette in class and during STS.	1) Apply appropriate language and etiquette to promote inclusion in class and school during STS and beyond.	Knowledge about disability language and etiquette will enable student teachers use language appropriately to promote equity and inclusion.

Topic Title: Disability language & etiquette	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**
	Models of disability	60 minutes	**Face-to-face & Seminar** Invite resource person (special education teacher) to give a talk on models of disability	Student teachers organize themselves to listen actively and ask questions for clarification. They take notes and pictures of the session for their portfolio.
	Language & terminologies	20 minutes	**Seminar** Resource persons continue with the presentation on language and terminologies in special education.	Student teachers continue to listen, take notes and ask questions during the presentation.

	Etiquette & Common Courtesies	90 minutes	**Seminar presentation continues**	Student teachers continue to listen, take notes and record interactions with appropriate ICT tools and use photos and videos for their portfolio.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment Discuss how any two models of disability have influenced the treatment of individuals with disabilities in your community. • Individual and mixed ability groups present written reports based on reflections on language, terminologies and general etiquttes in special education Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3 Assessment should address critical thinking and analysis skills, personal development, problem solving, reflection, communication and collaboration skills and evaluation.			
Instructional Resources	Resource person (an expert in special education)			
Required Text (core)	1) Allied Health Professions Support Service Factsheet 4: Disability – Language and Terminology 2) DISABILITY LANGUAGE AND ETIQUETTE online 3) Guidelines for Non-Handicapping Language in APA Journals by Committee on Disability Issues in Psychology			
Additional Reading List	1) Hayford, S. K. (2013). Special Educational Needs and Quality Education for All. Winneba: Department of Special Education Books.			
CPD needs	Use of resource persons			
Course Assessment	[1]**Component 1 –Subject Portfolio Assessment: (30% overall score)** • **Selected items of students work (3 of them-10% each) =30%** • Midterm/semester assessment (20%) • Reflective journals projects and learning (40%) • Organization and Presentation of the subject portfolio (10%) (how it is presented/organized) [2]**Component 2**: **Subject Project (30% overall semester score)** • Introduction; a clear statement of aim and purpose of the project– 10% • Methodology; what the student 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%)			

[1] See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP
[2] See rubrics on Subject Project Assessment in Annex 6 of NTEAP