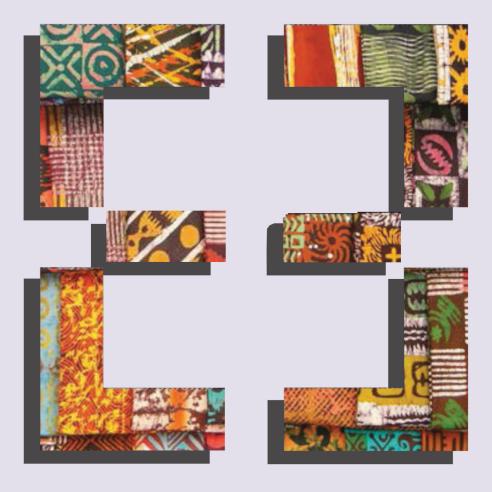


Four-Year B.Ed. Course Manual

LAWS AND POLICIES IN SPECIAL NEEDS EDUCATION









The Government of Ghana









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FOREWORD

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

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors and lecturers in delivering a complete B.Ed. course for training student teachers which 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 ar | aws and Policies in Special Needs Education | | | | | | | |
| Pre-requisite | Inquiry philoso | 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 | | | | | | | |
| | collecti | on and manager | nent | as well as use of | data to | or 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 are international 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 sk on SEN, the righ and sexual explo | ills in discussing internatio ts of the child and policies pitation (Salamanca Staten 2a; NTECF bullet 2 page 1 | on gender-based violence nent, Inclusive Education | 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. | | |
| ethics that guide | rate knowledge and skills o e the teaching and learning ECF 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 p and learning of 16, bullet 7 p.32 | rofessional values and leac all learners with SEN (NTS 2). | | CLO 3.1 Identify professional ethics and code of conduct for working with children with SEN and their families. | | |
| | Content | | | | |
| Unit/ Week | Торіс | 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 | | |
| 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 | community processes to protect children, policy framework, beliefs & values as well as child and | | | | | |
|--|--|--|---|--|--|--|--|--|
| | | Framework | 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 & | Tutor-led discussion, independent study and small group discussion | | | | | |
| 7. Teachi | ng and Learning Strategies | common courtesies | | | | | | |
| Writing Think-j Team t Talk fo discuss 8. Course | Writing of reflective notes Think-pair-share | | | | | | | |
| Component 1 - | Subject Portfolio Assessm | ent: (30% overall score) | | | | | | |
| Selected | items of students work (3 | of them-10% each) =30% | | | | | | |
| | /semester assessment (20 | • | | | | | | |
| | e journals projects and lea | - · · · | · · · · · · · · · · · · · · · · · · · | | | | | |
| Organiza | tion and Presentation of t | ne subject portfolio (10%) (i | now it is presented/organized) | | | | | |
| | | | m field trips, reports from audio visual analysis, Group Assignments and presentations) | | | | | |
| Component 2: S | Subject Project (30% overa | Il semester score) | | | | | | |
| MethoSubsta | | | roject– 10% re the purpose of the project – 20% | | | | | |
| Component 3: I | End of Semester Examination | ion (40%) | | | | | | |
| | All assessments should address critical thinking skills, personal development, problem solving, reflection, communication and collaboration skills and evaluation. | | | | | | | |
| | ed Reading and Reference | | | | | | | |
| Turnbull, A., Tu | rnbull, R. &Wehmeyer, M. | I. (2010). Exceptional lives: S | pecial education in today's schools (6 th ed.). New | | | | | |
| - | . Hallahan, Kauffman & Pul | | | | | | | |
| - | ng and Learning resources visuals from YouTube | | | | | | | |
| | es of Individual Learning Pl | ans | | | | | | |
| - | es of diagnostic tools | | | | | | | |
| 4. Sa | mples of inventories and c | | | | | | | |

11. Course related professional development for tutors/ lecturers

| Year of B.Ed. 2 | Seme | ster 3 | Pla | ce of lesson in se | mester | 1 2 3 4 5 6 7 8 9 10 11 12 | | | | | | |
|--|-------------|---|-------------------|----------------------|-------------------|--|-------------------|--|--|--|--|--|
| Title of Lesson | Internatio | International Laws and Conventions on Disability Lesson Duration 3 Hours | | | | | | | | | | |
| Lesson description | internatior | 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 | | Student teachers have taken Foundations of Education in Ghana and Inclusive School based inquiry | | | | | | | | | | |
| teacher knowledge, | | courses in Year One | | | | | | | | | | |
| prior learning | | | | | | | | | | | | |
| (assumed) | | | | | | | | | | | | |
| Possible barriers to | Misconcep | tions & preju | idices abou | ıt disability, large | class sizes, lack | of materials in dif | ferent formats | | | | | |
| learning in the lesson | for student | s with SEN (E | Braille versi | on, text-to-speec | | nload materials us | sing phones. | | | | | |
| Lesson Delivery – | Face-to- | Practical | Work- | Seminars | Independent | e-learning | Practicum | | | | | |
| chosen to support | face [V] | Activity | Based | [v] | Study [| opportunities | | | | | | |
| students in achieving | | [V] | Leaning | | | [V] | | | | | | |
| the outcomes | | | | | • • • | | | | | | | |
| Lesson Delivery – main | | | - | | • • • • | proaches should be | | | | | | |
| mode of delivery | | | help stude | nt teachers appre | ciate global eff | orts towards inclus | sion of persons | | | | | |
| chosen to support student teachers in | with disabi | | معرام الثبيب محمد | | | anaviaiana in tha a | | | | | | |
| | | - | | | | provisions in the co ons in the conventi | | | | | | |
| achieving the learning outcomes. | | • • • | | | | | | | | | | |
| outcomes. | - | 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 | | | | | licies and conve | ention on SEN, the | rights of the | | | | | |
| outcome, what | | | - | | | n (Salamanca State | - | | | | | |
| you want the | - | - | | ECF bullet 2 page | | | | | | | | |
| students to | | , ,, | | 1 0 | , , , , | | | | | | | |
| achieve, serves as | | | | | | | | | | | | |
| basis for the | | | | | | | | | | | | |
| learning | | | | | | | | | | | | |
| outcomes. An | | | | | | | | | | | | |
| expanded version | | | | | | | | | | | | |
| of the description. | | | | | | | | | | | | |
| Write in full | | | | | | | | | | | | |
| aspects of the NTS | | | | | | | | | | | | |
| addressed | | | | | | | | | | | | |
| Learning Outcome | Learning O | utcomes | Lea | arning Indicators | | Identify which cro | - | | | | | |
| for the lesson, | | | | | | core and transfe inclusivity, equity | | | | | | |
| picked and developed from | | | | | | diversity. How wi | - | | | | | |
| the course | | | | | | addressed or deve | | | | | | |
| specification | 1) Demor | nstrate | 1) Reco | ord discussions of | | Whole class appro | - | | | | | |
| Learning indicators | | edge and | | e UN Convention | | Small group activi | | | | | | |
| for each learning | | tanding of | | ts of the Child wit | | student teachers a | | | | | | |
| outcome | | features of | - | ducation, wellbei | - | address equity an | | | | | | |
| | the UN | | | ur, with tutors an | - | among themselve | | | | | | |
| | Conve | ntions on the | | key features of th | - | learners in future; | | | | | | |
| | Rights | of the Child | Conv | vention on the Rig | hts of | learn how to integ | grate appropriate | | | | | |
| | 2) Demor | nstrate | Pers | ons with Disabiliti | es. | ICT tools in learnir | ng, practice | | | | | |
| | knowle | edge and | 3) Disci | uss how the keys | features in | collaboration and | engage in | | | | | |
| | | tanding of | | conventions are | | reflective practice | during group | | | | | |
| | | nvention on | | emented in comn | | discussion. | | | | | | |
| | Person | | | ols and record th | | | | | | | | |
| | Disabil | ities. | poin | ts in their Reflect | ve. | | | | | | | |

| Topic Title: | | | Teaching and learning activities on the delivery mode selected. 1 | to achieve outcomes depending Feacher-led collaborative group | | | |
|---|--|--------------------------------------|--|--|--|--|--|
| UN conventions on the | Sub-topic | Stage/time | work or independent. Teacher Activity Student Activity | | | | |
| rights of the child and persons with disabilities | | | Teacher Activity | Student Activity | | | |
| | Introduction of the course manual and the expectations for student teachers.10 minIntroductions the UN10-20Convention on the Rights of the Child & Persons with | | 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/Docu ments/ProfessionalInterest/crc .pdf) (https://www.un.org > disabilities > documents > convention > convoptprot-e) <u>https://www.un.org ></u> 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 – | Assessment as | | | | | | | | | |
| evaluation of learning: | (Student teachers in panel discussions: | | | | | | | | | |
| of, for and as learning | 1) The Convention on the rights of the child | | | | | | | | | |
| within the lesson | 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 | | | | | | | | | |
| 0. 2 | song appropriate for tools to recording classicon interfactions for banding portions | | | | | | | | | |

| Year of B.Ed. | 2 | S | emester | 3 | Place | Place of lesson in semester | | | | 1 2 3 4 5 6 7 8 9 10 11 12 | | | |
|--|--|------|--|--|--|--|--|---|--|---|--|--|--|
| Title of Lesson | | | Internation | nal Poli | icies on Di | sability | | | Les | son Duration | 3 Hours | | |
| Lesson description | | | | | - | - | lent-teacher vith disabiliti | | quisite kno | owledge and und | derstanding | | |
| Previous student tea knowledge, prior lea (assumed) | rning | | persons wi | Student teachers have gone through international conventions on the rights of the child and persons with disabilities. | | | | | | | | | |
| Possible barriers to le the lesson | earnin | g in | - | stude | | | | | | k of materials in ts to download r | | | |
| Lesson Delivery – cho support students in a the outcomes | achievi | ng | Face-to-fac √] | ce [/ | Practical Activity [V] | Work- Based Leaning | Seminars [√] | Study | | e-learning opportunities [√] | Practicum | | |
| Lesson Delivery – ma of delivery chosen to student teachers in a the learning outcome Overarching out what you want t students to achie as basis for the learning | suppo achievi es. come, :he eve, se | rves | employed a inclusion o Practical A convention Seminar: s Independe to search for discussions e-learning download Exhibit skill the child an | to intro f perso ctivity is mall gi mt Stu or web Oppoi <u>Conve</u> Is in di nd poli | oduce the ons with di students roup prese dy: studer o site of th rtunities: S ntion docu scussing ir icies on ge | lesson & I sabilities. will drama entations a t teacher e United N Gudent te ments for iternation nder-base | nelp student ntize panel di and discussio s will do inde lations to loo achers will u <u>c discussion.</u> al, national p d violence a | teache iscussio ons of ke epender cate the se their policies nd sexu | ers apprectors of the ey provisint study use Convent r phones a and convual exploit | proaches should iate global effor provisions in the ons in the conve using appropriate tions, download and other digital rention on SEN, t tation (Salamanc 2 page 16, bullet | ts towards entions e ICT tools copies for devices to he rights of a | | |
| outcomes. An exversion of the de Write in full aspendent NTS addressed | escript | ion. | | | | | | | | | | | |
| Learning Outcon lesson, picked ar developed from specification Learning indicato each learning out | nd the co ors for | urse | Learning O | utcom | nes | | Learning Inc | dicators | issu skil ado the | ntify which cross ues – core and tr Is, inclusivity, eq dressing diversity se be addressed reloped? | ansferable uity and v. How will | | |
| | | | and un key fea | dersta atures ational | policies | he 2) [. fe o re | Record discu key features internationa Discuss how t eatures are b bserved in G ecord the ma their Reflec burnals | of I policie the eing hana ai ain poin | of Eng act es. tea ger the nd the nts wo app lea coll refl | gagement in sma ivities will enable chers address ec- nder issues amor mselves as well ir learners in fut uld learn how to propriate ICT too rning, practice laboration and e lective practice c up discussions. | e student quity and ng as show ure; they integrate Is in ngage in | | |

| Topic Title: | | | Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led | | | | |
|---|--|------------------|--|---|--|--|--|
| International Policies on | Sub-topic | Stage/time | collaborative group work or independent. | | | | |
| persons with disabilities | Sub-topic | Stage/time | 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. <u>www.unesco.org ></u> education > pdf > SALAMA E <u>https://www.european-</u> agency.org > salamanca- statement-and-framework Independent learning & seminar Guide students to identify the key features of the Salamanca Accord for small group discussion <u>https://www.european-</u> 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 w 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, | | | | | | |
| Instructional Resources | | pies of the UN C | ollaboration skills and evaluation onventions on the Rights of the | | | | |

| 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 |
| | |

| Title of Lesso | | | | | | 1 2 3 4 5 6 7 8 9 10 11 12 | | | | | | | |
|---------------------|---------------|-------------|---|-------------|-----------------|-----------------------------------|--------------------------------------|--------------|--|--|--|--|--|
| The of Lesso | n | The 1992 | The 1992 Constitution & the Children's Act, 1998 Lesson Duration 3 Hours | | | | | | | | | | |
| Lesson descri | iption | | The lesson is designed to expose student-teachers to requisite knowledge and understanding of 1992 Constitution & the Children's Act, 1998. | | | | | | | | | | |
| Previous stud | dent teacher | | Student teachers have taken Foundations of Education in Ghana and Inclusive School based | | | | | | | | | | |
| knowledge, p | | | nquiry courses in Year One as well as international conventions and policies on disability | | | | | | | | | | |
| (assumed) | | 1. 7 | inquiry courses in real one as well as international conventions and policies on disability | | | | | | | | | | |
| Possible barr | iers to | Misconcep | Misconceptions & prejudices about disability, large class sizes, lack of materials in different | | | | | | | | | | |
| learning in th | ne lesson | formats for | students with | n SEN (Brai | lle version, te | ext-to-speech), u | units to download m | aterials | | | | | |
| | | using phon | es. | | | | | | | | | | |
| Lesson Delive | ery – chosen | Face-to- | Practical | Work- | Seminars | Independent | e-learning | Practicum | | | | | |
| to support st | udents in | face [V] | Activity | Based | [V] | Study [v] | opportunities | | | | | | |
| achieving the | | | [V] | Leaning | | | [V] | | | | | | |
| Lesson Delive | • | | | | | - | approaches should | | | | | | |
| mode of deliv | - | | | - | lent teachers | appreciate glo | oal efforts towards i | nclusion of | | | | | |
| to support st | | | ith disabilities | | | | | | | | | | |
| teachers in a | - | | - | | - | | he provisions in the | | | | | | |
| learning outo | comes. | | 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 | | | | | | | | | | |
| | | - | Convention d | | | | es and other digital | uevices to | | | | | |
| Overarch | ning | | | | | | SEN, the rights of th | ne child and | | | | | |
| | e, what you | policies or | n gender-base | d violence | and sexual ex | ploitation (CLO | 1) (The 1992 Constit | tution & the | | | | | |
| want the | e students to | Children's | Act, 1998) (N ⁻ | TS 2a; NTE | CF bullet 2 pa | ge 16, bullet 8 j | oage 39). | | | | | | |
| achieve, | serves as | | | | | | | | | | | | |
| basis for | the learning | | | | | | | | | | | | |
| outcome | es. An | | | | | | | | | | | | |
| expande | d version of | | | | | | | | | | | | |
| the desc | ription. | | | | | | | | | | | | |
| | full aspects | | | | | | | | | | | | |
| | TS addressed | | | | | | | | | | | | |
| - | Outcome for | Learning C | Jutcomes | | Learning Inc | dicators | Identify which c | - | | | | | |
| | on, picked | | | | | | issues – core and | | | | | | |
| | eloped from | | | | | | transferable skil | | | | | | |
| the cours | | | | | | | equity and addr | - | | | | | |
| specifica | | | | | | | diversity. How w | | | | | | |
| - | indicators | 1) Domo | onstrate | 1) | Record discu | ssions of | addressed or de Discussions of th | · · · | | | | | |
| for each outcome | - | , | ledge and | , | national laws | | laws and disabili | | | | | | |
| Juicome | 5 | | standing of th | | | o the welfare of | | • | | | | | |
| | | | hal laws and th | | persons with | | knowledge in ad | | | | | | |
| | | | ation to the | | Discus how na | | equity and gend | - | | | | | |
| | | | re of persons v | | safeguard the | | they would lear | | | | | | |
| | | disabi | - | | Persons with | | integrate appro | | | | | | |
| | | | | | | | tools in learning | | | | | | |
| | | | | | | | collaboration. | | | | | | |

| Topic Title: National Constitution and | Sub-topic | Stage/time | Teaching and learning activities depending on the delivery mode collaborative group work or inde | selected. Teacher-led | | | | | |
|---|---|------------------|--|---|--|--|--|--|--|
| the Children's Act | Sub topic | Stuge/ time | 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. <u>https://www.wipo.int > edocs ></u> <u>lexdocs > laws</u> <u>https://www.ghanaweb.com ></u> <u>GhanaHomePage > republic ></u> <u>constitution</u> | 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. | | | | | |
| | | | Independent learning & seminar Guide students to identify the key features of the 1992 Constitution of Ghana for small group discussion | | | | | | |
| | 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 | different Student t disabilitie | contexts e.g. ec | achers to use drama to exemplify the rights of persons with disabilities in ontexts e.g. education, employment and access to social services. achers must submit report on how the rights of all children, including those (SEN) are observed in their communities or classrooms of their STS. | | | | | | |
| Instructional Resources | opment, problem solving, 1998 (Act 560) | | | | | | | | |
| | | | 992 Constitution & Children's Rights, | | | | | | |
| Required Text (core) | 2. PDF | Copies of UN Co | troduction to Special Education, Acc poventions on the Rights of the Child /files/Rights_overview.pdf | | | | | | |

| Additional Reading List | 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 |

| Year of B.Ed. 2 | Semester | 3 | Place of | lesson in se | mester | 1 | 2 3 4 5 6 7 8 | 9 10 11 12 | | | |
|---|---|---|---|---|---|--|---|--|--|--|--|
| Title of Lesson | National Polic | cies on Edu | ication and | Disability | | Lesson | Duration | 3 Hours | | | |
| Lesson description | learning. The | 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) | would have gamisconceptio | 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. Misconceptions & prejudices about disability, large class sizes, lack of materials in different | | | | | | | | | |
| Possible barriers to learning in the lesson | - | | | | - | | its to download | | | | |
| Lesson Delivery – chosen to support students in achieving the outcomes | to-face Act [√] [√ | ivity B] Lo | Vork- ased eaning | Seminar s [√] | Independe t Study [v | /] o [` | -learning pportunities √] pproaches shoul | Practicum | | | |
| mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed | persons with Practical Activ Seminar: sma Independent search for we discussions e-learning Op download Con Exhibit skills in policies on ge | disabilities vity: stude Ill group pr Study: stu b site of th portunitie nvention d n discussir nder-base | s. ents will dra resentation ident teach ne United N es: Student locuments ng National d violence | matize pane s and discus ers will do ir lations to loo teachers wil for discussio Policies on F and sexual e | I discussion sions of key adependent cate the Cor I use their p n. ducation an xploitation | ns of the y provisi s study u nvention bhones nd SEN, (The Dia | l efforts towards e provisions in th ions in the conv using appropriat ns, download co and other digita the rights of the sability Law2000 bullet 8 page 39 | ne conventions entions. e ICT tools to opies for I devices to e child and 5 (Act 715). | | | |
| the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Oute Demonstration Demonstration about the features of national preducation disability. Demonstration Demonstration | ate e and ding key f the olicies on and rate ge and nding | 1) Disc Edu 2) Disc Incl | cross cutting nd transferable y, equity and ersity. How will ssed or res of ity and gender gration, critical em solving, boration and ice | | | | | | | |
| | about the features national a disability | of the and | | | | | | | | | |

| Topic Title: National Policies on Education and Disability | Sub-topic | Stage/time | Teaching and learning activ depending on the delivery collaborative group work of | mode selected. Teacher-led | | | |
|---|--|---------------------|--|--|--|--|--|
| | | | 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 (<u>https://www.qlobalpartn</u> <u>ership.org > content ></u> <u>education-strategic-plan-</u> <u>201.</u>) | 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 policies 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 | The Nation Education | onal Inclusive Edu | cation Policy -online 003-2030 – online | | | | |
| Required Text (core) | 1. Hayford, | | ial Educational Needs and Qu | uality Education for All. Winneba: | | | |
| Additional Reading List | 1. Gadagbu | i, G. Y. (1998) | | | | | |
| CPD needs | Discussion of prov | isions in policy do | ocuments for children with SI | EN | | | |

| Year of B.Ed. 2 | Semester | Semester 3 Place of lesson in semester | | | | 1 2 3 4 5 6 7 8 9 10 11 12 | | | | |
|---|--|--|--|--|--|--|---|---|--|--|
| Title of Lesson | National Ge 2006 (Act 7: | | dren Polic | y & Persons v | vith Disability | Law, | Lesson Dura | tion | 3 Hours | |
| Lesson description | with Disabil features of f attention to their practic | 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) Possible barriers to | | | | | s and policies | | oilities. materials in dit | fforont | | |
| learning in the lesson Lesson Delivery – chosen | - | | | | - | connec | tivity problems | | cum | |
| to support students in achieving the outcomes | face [√] | Activity [V] | Based Leaning | [V] | Study [V] | [1] | ortunities | | | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Overarching | introduce th disability. Seminar: sn e-learning C download P | 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 | | | | | | | | |
| 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 | Disability La exploitation | w, the rights | of the chil | d and policie | s on gender-ba | - | olence and sexu | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators | Learning Ou | itcomes | L | earning Indi | cators | issi ski ade the | entify which cro ues – core and Ils, inclusivity, dressing divers ese be address veloped? | transfe equity a sity. Hov | erable and | |
| for each learning outcome | key featu national children 2) Demons knowled understa key featu | ge and inding of the ires of the gender and policy. trate | 2) [2) [3) [3) [5 3) [5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 | policy and its heir classroo Discuss and re pafeguard ger eaching and Describe and RJ how the rig with disabiliti | er and children implication to m practice. ecord how to nder issues in learning. record in their ghts of persons es are t schools and | n and en pro inc ap l f Int s pro col | derstanding N d Children Poli hance student derstanding of pmoting equity lusion, they wi propriate skills egration, critic oblem solving, laboration and actice. | cy will teache their ro gende ill deve in ICT al think creativ | rs ole in er and lop king, ity, | |

| Topic Title: National Gender and Children Policy & Persons with Disability Law, 2006 | Sub-topic | Stage/time | Teaching and learning activities to the delivery mode selected. Teach or independent. | er-led collaborative group work | | | |
|--|--|-----------------|--|---|--|--|--|
| (Act 715). | | | 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 <u>https://www.unicef.org > ghana ></u> <u>reports > child-and-family-</u> <u>welfare-policy</u>) (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 | National Gender and Children Policy Persons with Disability Law, 2006 (Act 715). online | | | | | | |
| Required Text (core) | | | d Children Policy lity Law, 2006 (Act 715). online | | | | |
| Additional Reading List | | | | | | | |
| CPD needs | Panel & small | group discussio | on of policies on gender and disability | У | | | |

| Year of B.Ed. 2 | Semester | 3 PI | ace of less | on in semest | er 12 | 3 4 5 6 7 8 9 1 | .0 11 12 | | | |
|--|---|--|--|---|--|---|--|--|--|--|
| Title of Lesson | - | for Care & P | | f Children wi | thout | Lesson Duration | 3 Hours | | | |
| Lesson description | Т | Appropriate Parental Care (I) Duration 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 | 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 | - | students with s | | - | xt-to-speech), u | ick of materials in nits to download | materials | | | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face-to- face [√] | Practical Activity [√] | Work- Based Leaning | Seminar s [v] | Independent Study [√] | e-learning opportunities [√] | Practicum | | | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the | employed t Practical Ad Independen to search fo e-learning (download p The stu of the p | o introduce the stivity:studen at Study: studen or the policy, of Dpportunities policy docume adent teacher | ne lesson 8 ts will dran lent teache download c s: Student t ents for disc s will demo ilarly the re | help studen natize panel o ers will do inc copies for dis reachers will cussion. onstrate know egulations fo | t teachers the k discussions of th lependent study cussions use their phone vledge and unde | approaches shoul ey features in the e provisions in the vusing appropriat s and other digita erstanding of the ion of children w | policy. e policy e ICT tools l devices to key features | | | |
| NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning O | arning Outcomes Learning Indicators Identify which cross cutting issues – core transferable skills, inclusivity, equity an addressing diversity. will these be address | | | | | | | | |
| | | of Regulation Protection of propriate | ns a ir 2) D 1 c | nd discuss ca iitiative and o hildren's righ iscuss and re -20 of the reg are and prote | context of ts in Ghana. cord Standards gulations for ection of out appropriate | developed? Identify and ac equity and ger ICT Integration thinking, prob creativity, colla and reflective | nder issues, n, critical lem solving, aboration | | | |

| Topic Title: Regulations for Care & Protection of Children without | Sub-topic | Stage/time | depending on the delivery mode | Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent. | | | | |
|---|--|---|--|--|--|--|--|--|
| Appropriate Parental Care | | | 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. <u>www.ovcghana.org > docs ></u> <u>standards for residential care</u> | 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 | Children v Individual Regulatio Assesses Learn Assessment sh | without Approp I and mixed abil ns for Care & Pi ning Outcomes: nould address c | ntext and background of the Regulations for Care & Protection of opriate Parental Care. ability groups present written reports based on reflections on the a Protection of Children without Appropriate Parental Care es: CLO 1, CLO 2, CLO 3 s critical thinking and analysis skills, personal development, a, communication and collaboration skills and evaluation. | | | | | |
| Instructional Resources | | | ction of Children without Appropriat | | | | | |
| Required Text (core) | Regulations f online | or Care & Prote | ection of Children without Appropria | ate Parental Care (document) | | | | |
| Additional Reading List | | | | | | | | |
| CPD needs | Mock review of | of a case applyi | ng the Regulations for Care & Protec | ction of Children | | | | |

| Year of B.Ed. 2 | Semeste | er 3 | Place of I | esson in sem | nester | 123 | 3456789 | 10 11 12 | | |
|--|---|---|---|---|---|--|--|--|--|--|
| Title of Lesson | - | Regulations for Care & Protection of ChildrenLesson Duration3 Hourswithout Appropriate Parental Care (II) | | | | | | | | |
| Lesson description | The lesson v | 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 | - | Knowledge about various international and national policies on children's rights, knowledge about street children and child adoption, teenage pregnancy & parents | | | | | | | | |
| learning (assumed) 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 | | | | | | | | |
| Lesson Delivery – chosen | phones | | Nork- | Seminars | Independe | | earning | Practicum | | |
| to support students in achieving the outcomes | to- Ad | ctivity E | Based Leaning | [V] | Study [V] | | portunities | Practicum | | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed | to introduce Practical Ac Independen search for th e-learning C download p The less of the p | e the lesson & ctivity:student nt Study: stude he policy, dow Dpportunities policy docume son will equip | help student s will dramat ent teachers mload copies Student tea student teac arly the Stan | teachers the ize panel dis will do indep for discussio chers will use sion. hers with kn dards 21-37 | e key feature cussions of the pendent study ons e their phone owledge and & Records & | es in the he provi y using a es and o l unders Files Ma | sions in the po appropriate IC ther digital dev tanding of the anagement of | licy Γ tools to vices to key features | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning | Learning Ou | utcomes | Learning Indicators Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed? | | | | | | | |
| outcome | on the s 21-37 o 2) Demon knowle | edge in and file | and ot suppo 2) Demo | her interven rt learners w nstrate how | | s to j i th l | Student teache panel discussic measures of ac equity and gen ICT Integration thinking, probl creativity, colla and reflective p | n on Idressing der issues. , critical em solving, iboration | | |

| Topic Title: Regulations for Care & Protection of Children | Sub-topic | Stage/time | Teaching and learning activities t depending on the delivery mode collaborative group work or indep | selected. Teacher-led | | | | |
|---|---|--------------------|--|--|--|--|--|--|
| without Appropriate | | | Teacher Activity | Student Activity | | | | |
| Parental Care (II) | 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.(<u>https://www.unicef.org > ghana</u> <u>> reports > child-and-family-</u> <u>welfare-policy</u>) (mogcsp.gov.gh <u>>)</u> <u>www.ovcghana.org > docs ></u> <u>standards for residential care</u>) <u>Seminar</u> 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 | | | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson | Ghana) as wIndividual ar | ell as records & f | Standards 21-37 (Standards for Operation of Residential Care Settings in cords & files management. d ability groups present written reports based on reflections on the e & Protection of Children without Appropriate Parental Care (Standards | | | | | |
| | 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 C | Care & Protectior | n of Children without Appropriate Pa | arental Care (document) | | | | |
| Required Text (core) | egulations for Care | & Protection of | Children without Appropriate Parer | ntal Care (document) online | | | | |
| Additional Reading List | | | | | | | | |
| CPD needs | Records and File | management of | children under custodial care | | | | | |

| Year of B.Ed. | 2 | Semester | 3 | Pla | ace of | f lesson in se | mester | | 123456 | 5 7 8 | 9 10 11 12 |
|--|---|--|---|---|--|--|--|--------------------------------------|---|---|--|
| Title of Lesson | | Child & Fa | Child & Family Welfare Policy 2014 Lesson I | | | | on Dui | Duration 3 Hours | | rs | |
| Lesson description | | The lesson | will intro Ghana. | duce st | udent | teachers to | Child& Fan | nily We | elfare Policy | / 2014 | |
| Previous student to knowledge, prior lo (assumed) Possible barriers to | earning | about stre g Misconcep | Knowledge about various international and national policies on children's rights, knowledge about street children and child adoption, teenage pregnancy & parents Misconceptions & prejudices about disability, large class sizes, lack of materials in different | | | | | | | | n different |
| in the lesson | | formats for using phon | | with SE | EN (Br | aille version, | text-to-sp | eech), | units to do | wnload | l materials |
| Lesson Delivery – c support students in achieving the outco | n | Face- to-face [√] | Practical Activity [√] | Wo Bas Lea | | Seminars [√] | Independ Study [V | | e-learning opportunit [√] | ties | Practicum |
| Lesson Delivery – n mode of delivery c support student te achieving the learn outcomes. | nain hosen to achers ir | Face-to-fa to introdu Practical A Independe search for e-learning | ce: lecture ce the less activity:stu ent Study: the policy Opportu | ette, dis son & h udents v studen v, down nities: S | scussion elp str will dr nt teac load co studer | udent teache ramatize pan chers will do copies for dis nt teachers w | ers the key el discussio independe cussions | featur ons of ent stud | g approach res in the po the provision dy using ap | olicy. ons in t propria | Id be employed he policy ite ICT tools to al devices to |
| Overarching of what you wan students to act serves as basis learning outco expanded vers description. Write in full as the NTS addres | t the hieve, for the mes. An sion of th | of the Chil | download policy documents for discussion. The lesson will equip student teachers with knowledge and understanding of the key features of the Child & Family Welfare Policy 2014 | | | | | | | e key features | |
| Learning Outco the lesson, pic developed from course specific Learning indica each learning | ked and m the ation ators for | Learning C | Outcomes | | L | earning Indicators Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed? | | | | d transferable , equity and sity. How will | |
| | <i>u</i> ttome | 1) Demons application knowledge & Family V 2014. | n of e about Ch | | | | | Addressin issues, IC thinking, | ng equi T Integ proble , collab | ty and gender ration, critical m solving, poration and ce | |
| Topic Title: Child & Family Wel ⁻ 2014 | fare Polio | Sub-topic | Sta | age/tim | | Teaching an depending o collaborativ | on the deli e group w | very m | node select | ed. Tea nt. | icher-led |
| | | Introductio | on 30 | -45 | | Teacher Act | - | | Student t | | nt Activity |
| | | to Child ar family We Policy 201 definitions concepts | id mi lfare 4- | 30-45Face-to-face &Student teamminutesIndependent Studyto the tutor,Introduce the lesson todiscuss keystudent and guide them topolicy e.g. cldo independent study tochild and farreflect on definitions ande-learningconcepts e.g. child.student teadChildhood, child and FamilyappropriateWelfare, and childdownload m | | | | | or/lect ey conc c child, family g eachers ate ICT | urer as they epts in the childhood, welfare | |

| | | | protection system | make notes on definitions and | | | | |
|-----------------------------|--|--|----------------------------------|---------------------------------|--|--|--|--|
| | | | strengthening. | concepts in the policy. | | | | |
| | Community | 45 minutes | strengthening. | Student teachers use | | | | |
| | processes to | 45 minutes | | appropriate ICT tools to | | | | |
| | protect | | e-learning & Seminar | download the children's rights | | | | |
| | children, | | guide student to read and | read make notes for whole | | | | |
| | erindi erij | | make notes for whole class | class discussion | | | | |
| | | | discussion. | | | | | |
| | | | (https://www.unicef.org > | | | | | |
| | | | ghana > reports > child-and- | | | | | |
| | | | family-welfare-policy) | | | | | |
| | | | (<u>moqcsp.gov.qh ›</u>) | | | | | |
| | | | | | | | | |
| | Policy | 90 minutes | Seminar | Student teachers present | | | | |
| | Framework | | Guide student teachers to | their notes on the policy | | | | |
| | | | engage in whole class | framework for whole class | | | | |
| | | | seminar and discussion. | discussion. They record | | | | |
| | | | Provide appropriate | class interactions and use | | | | |
| | | | adaptations to engender | appropriate ICT tools to | | | | |
| | | | inclusion. | take photos and videos for | | | | |
| | | | | their portfolios. | | | | |
| Lesson assessments – | Assessment | | | | | | | |
| evaluation of learning: of, | | - | resentations on community pro | ocesses to protect children and | | | | |
| for and as learning within | policy fram | ework. | | | | | | |
| the lesson | | | | | | | | |
| | | | groups present written report | s based on reflections on the | | | | |
| | child and fa | mily welfare po | ІІСУ | | | | | |
| | Assesses Learni | ng Outcomes: C | LO 1, CLO 2, CLO 3 | | | | | |
| | | | | | | | | |
| | | | | personal development, problem | | | | |
| | solving, reflectio | on, communicat | ion and collaboration skills and | evaluation. | | | | |
| Instructional Resources | Regulations for | Regulations for Care & Protection of Children without Appropriate Parental Care (document) | | | | | | |
| Required Text (core) | gulations for Care & Protection of Children without Appropriate Parental Care (document) | | | | | | | |
| | online | | | | | | | |
| Additional Reading List | | | | | | | | |
| CPD needs | Designing of po | licy framework | | | | | | |

| Year of B.Ed. 2 | Semester | r 3 Place of lesson in semester | | 1 | 2345678 | 9 10 11 12 | | |
|--|---|--|---|------------------------------------|---|-------------------|--|--|
| Title of Lesson | Child and F | Child and Family Welfare Policy (II) Les | | | | | 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 the lesson | formats for | Misconceptions & prejudices about disability, large class sizes, lack of materials in different ormats for students with SEN (Braille version, text-to-speech), units to download materials using phones | | | | | | |
| Lesson Delivery – chosen to support students in achievi the outcomes | ng face [√ | Practica \ I E | Vork- Based .eaning | s t Study [√] | | - | | Practicum |
| Lesson Delivery – main mod of delivery chosen to suppo student teachers in achievin the learning outcomes. | ort employed t ng Practical A Independe to search fo e-learning download The lesson | 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. The lesson will equip student teachers with knowledge and understanding of the key feature | | | | | | n the policy. in the policy priate ICT tools digital devices to f the key features |
| students to achieve, serves as basis for the learning outcomes. An expanded version of th description. Write in full aspects of NTS addressed | e | of the policy, particularly, the Beliefs & Values & The Child & Family Welfare System. | | | | | | System. |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | | utcomes | Learning Indicators Identify which cross cuttin issues – core and transfer skills, inclusivity, equity a addressing diversity. How these be addressed or developed? | | | | and transferable ity, equity and versity. How will | |
| | 1) Demons knowledge & Values & | trate about Belief The Child & fare System | 1)Demonstrate understanding of Beliefs& Values & The Child & Family Welfare System.Addressing equity and gend issues, ICT Integration, critic thinking, problem solving, creativity, collaboration and reflective practice | | | | | egration, critical blem solving, laboration and ctice |
| Topic Title: Child and Family Welfare Pc (II) | licy Sub-topic | Sub-topicStage/timeTeaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent. | | | | | | Teacher-led |
| | Beliefs and | 60 mir | utes | Teacher Activity Face-to-face & | | | Student teach | udent Activity |
| | Values | | | | the lesson and guide th ndent stud d values. | em to | actively to the as they prepa material. e- learning student teach appropriate I download ma | e tutor/lecturer are to read hers use CT tools to |

| | | | | as a last resort and make | | | | |
|---------------------------------|---|---|----------------------------------|--------------------------------|--|--|--|--|
| | | | | notes on key features in the | | | | |
| | | | | policy. | | | | |
| | The Child & | 90min | e-learning & Seminar | Student teachers use | | | | |
| | Family | | guide student to read and | appropriate ICT tools to | | | | |
| | Welfare | | make notes for whole class | download the children's rights | | | | |
| | System | | discussion. | read make notes for whole | | | | |
| | | | | class discussion. | | | | |
| | | | | | | | | |
| | | | Seminar | Student teachers present | | | | |
| | | | Guide student teachers to | their notes on the three | | | | |
| | | | engage in whole class | aspects of the document for | | | | |
| | | | seminar and discussion | whole class discussion. They | | | | |
| | | | | record class interactions and | | | | |
| | | | | use appropriate ICT tools to | | | | |
| | | | | take photos and videos for | | | | |
| | | | | their portfolios. | | | | |
| Lesson assessments – | Assessment | | | | | | | |
| evaluation of learning: of, for | • Student- led seminar and presentations on community processes to protect children and | | | | | | | |
| and as learning within the | policy framework. | | | | | | | |
| lesson | Individual and mixed ability groups present written reports based on reflections on the | | | | | | | |
| | child and family welfare policy | | | | | | | |
| | | | | | | | | |
| | Assesses Learni | ng Outcomes: Cl | | | | | | |
| | ASSESSES Learn | Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3 | | | | | | |
| | Assessment sho | uld address criti | cal thinking and analysis skills | nersonal development | | | | |
| | Assessment should address critical thinking and analysis skills, personal development, | | | | | | | |
| Instructional Resources | problem solving, reflection, communication and collaboration skills and evaluation. | | | | | | | |
| instructional Nesources | | 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 | | | | | | | |
| | | | | | | | | |

| Year of B.Ed. | 2 | Semester | 3 P | Place of lesson in semester | | | 12 | 3456789 | 10 11 | L 12 |
|---|--|---|--|----------------------------------|-----------------------------|--|----------------|---|--|-------------------|
| Title of Lesson | | Values & Ethio | Values & Ethics in Special Needs Education | | | | | Lesson Dura | tion | 3 Hours |
| Lesson description | ו | The | e lesson will in | troduce s | tudents to V | alues & Et | thics in S | Special Needs Ed | ucatior | ۱. |
| Previous student knowledge, prior (assumed) | learning | about street o | Knowledge about various international and national policies on children's rights, knowledge about street children and child adoption, teenage pregnancy & parents | | | | | | | _ |
| Possible barriers t in the lesson | o learnin | | | | | | | | | |
| Lesson Delivery – support students achieving the oute | in | Face-to- face [V] | Practical Activity [v] | Work- Based Leaning | Seminars [√] | Indepen Study [\ | | e-learning opportunities [√] | Practi | icum |
| Lesson Delivery – mode of delivery – support student to achieving the lear outcomes. | main chosen to eachers ir | to introduce t Practical Activity policy Independent search for the | 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 | | | | | | | e ols to |
| Overarching of what you wan students to an serves as basin learning outco expanded ver the description Write in full an the NTS addression | nt the chieve, is for the omes. An sion of on. spects of | Ethics in S | The lesson will equip student teachers with knowledge and understanding of the Values & Ethics in Special Needs Education | | | | | | ies & | |
| Learning Outo the lesson, pi developed fro course specifi Learning indic each learning | come for cked and om the cation cators for | | Learning Outcomes Learning Indicators Identify which cross cutting issues – core and transferable skills, inclusivity equity and addressing diversity. How will these be | | | | | | usivity, se be | |
| | outcome | 1) Demonstra of Values & Et | 1) Demonstrate application Demonstrate appropriate Values Addressing equity and of Values & Ethics in Special & Ethics in managing the needs gender issues, ICT Needs Education of learners with SEN Integration, critical thinking, problem solving, creativity, collaboration and reflective practice | | | | | l inking, tivity, | | |
| Topic Title: | | | | | - | - | | achieve outcom | - | - |
| Values & Ethics in Needs Education | Special | Sub toric | Stage /time | | e delivery m or independ | | ted. Tea | acher-led collabo | orative | group |
| | | Sub-topic | Stage/time | work | Teacher A | | | Stud | ent Act | tivity |
| | | Introduction | 30 minutes | Study Intro and g indep | to-face & In | dependen son to stud o do ly on value | dent es and | Student teache actively to the f as they prepare material. e- learning student teache appropriate ICT download mate and ethics in SN | rs lister tutor/le to rea rs use tools t erial on | n ecturer d |

| | Values and | 90 minutes | e-learning & Seminar | Student teachers use | | | | |
|-----------------------------|--|--|---|---------------------------------|--|--|--|--|
| | Ethics in | | guide student to read and make | appropriate ICT tools to | | | | |
| | Special | | notes for whole class discussion | download values and ethics | | | | |
| | Needs | | on Values & Ethics in Special | in special needs education | | | | |
| | Education | | Needs Education. | make notes for whole class | | | | |
| | | | <u>https://extension.usu.edu > ou-</u> | discussion. | | | | |
| | | | files > self assessment tool > | | | | | |
| | | | <u>10C Language</u> | Student teachers present | | | | |
| | | | Seminar | their notes on the three | | | | |
| | | | Guide student teachers to | aspects of the document for | | | | |
| | | | engage in whole class seminar | whole class discussion. They | | | | |
| | | | and discussion on Values & Ethics | record class interactions and | | | | |
| | | | in Special Needs Education in | use appropriate ICT tools to | | | | |
| | | | Ghana. | take photos and videos for | | | | |
| | | | | their portfolios. | | | | |
| Lesson assessments – | Assessment | | | | | | | |
| evaluation of learning: of, | • Student- | • Student- led seminar and presentations on values and ethics guiding the education of | | | | | | |
| for and as learning within | learners with special needs. | | | | | | | |
| the lesson | | | | | | | | |
| | Individua | l and mixed abili | ty group present written reports bas | ed 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., Aberv. | B., Johnstone. | C., Poghosyan, A., & Hunt, P. (Eds | s.) (2018). Inclusive Education | | | | |
| 0.00 | 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 | | | | | | | |
| | | | - p | | | | | |

| Year of B.Ed. 2 | Semester | 3 F | Place of le | ace of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12 | | | | | 12 | |
|--|--|--|--------------------------------|--|-------------------|--|-------------------|--------------------|-------------|--|
| Title of Lesson | Disability langu | | | | | | | 3 Hours | | |
| Lesson description | The lesson will develop the ca | | | | | | | tte to e | nable | |
| Previous student teacher knowledge, prior learning (assumed) | | | | | | | | | | |
| Possible barriers to learning in the lesson | Attitudes, misco problems | onceptions, p | orejudices | , lack of mat | erials in differe | ent fo | ormats, techno | ological | | |
| Lesson Delivery – chosen to | Face-to-face | Practical | Work- | Seminars | Independent | | learning | Practi | cum | |
| support students in achieving the outcomes | [v] | Activity [√] | Based Leaning | [V] | Study [| ין [ו | portunities /] | | | |
| 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 Outco | omes | L | Learning Indicators Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or | | | | | rable nd | |
| each learning outcome | 1) Demonstrate of appropriate etiquette in cla STS. | language an | d and g inc | | | | | | vill use | |
| Topic Title: Disability language & etiquette | Sub-topic | Stage/time | depe | Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent. | | | | | | |
| | | | Teacher Activity Student Activ | | | | | tivity | | |
| | Models of disability | 60 minute | Invite educa | Invite resource person (special education teacher) to give a talk on models of disabilitythen and clari and | | Student teachers organiz themselves to listen activ and ask questions for clarification. They take no and pictures of the sessio for their portfolio. | | ctively e notes | | |
| | Language & terminologies | 20 minutes | Resou the p and t | SeminarStudent teachResource persons continue withStudent teachthe presentation on languagelisten, take noand terminologies in specialquestions dueducation.presentation | | tes and | | | | |

| Γ | | | | | | | | |
|-----------------------------|--|---|--|-------------------------------|--|--|--|--|
| | Etiquette & | 90 minutes | Seminar presentation continues | Student teachers continue to | | | | |
| | Common | | | listen, take notes and record | | | | |
| | Courtesies | | | interactions with appropriate | | | | |
| | | | | ICT tools and use photos and | | | | |
| | | | | videos for their portfolio. | | | | |
| Lesson assessments – | Assessment | | | | | | | |
| evaluation of learning: of, | Discuss how ar | ny two models o | of disability have influenced the trea | tment of individuals with | | | | |
| for and as learning within | disabilities in your community. | | | | | | | |
| the lesson | | | | | | | | |
| | Individual and mixed ability groups present written reports based on reflections on language, terminologies and general etiquttes in special education | | | | | | | |
| | Assesses Learn | ing Outcomes: | CLO 1, CLO 2, CLO 3 | | | | | |
| | | essment should address critical thinking and analysis skills, personal development, problem ing, 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 Portf | olio Assessment: (30% overall score |) | | | | |
| | Selected | l items of stude | ents work (3 of them-10% each) =30 | % | | | | |
| | Midtern | n/semester asso | essment (20%) | | | | | |
| | Reflectiv | e journals proj | ects and learning (40%) | | | | | |
| | Organization and Presentation of the subject portfolio (10%) (how it is | | | | | | | |
| | presented/organized) | | | | | | | |
| | ² Component 2 | : Subject Proje | ct (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%) | | | | | | | |
| | Somponent J. | | | | | | | |

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

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