

Four-Year B.Ed. Course Manual

Peda. Nature of Early Grade Education

















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FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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				l

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

Notes

This is really clear

- 1. I think there is something very important things missing from the learning outcomes, the units and the lessons: preparing student teachers to plan for and assess learning - preparation for STS and actual teaching. I agree that the philosophical underpinnings of EG are important BUT think you should redress the balance and have a couple of sessions focussed on the practicalities of planning for and supporting the learning of EG students and within the current context in many settings in Ghana - as you have described. Perhaps, for example, you could deal with Chomsky Peabody and Hault. The student teachers will be overwhelmed by all this theory and possibly not be able to process the key messages (NB Cognitive Load Theory and cumulative disfluency) AND want to be doing hands on things for becoming an early grade teacher - making TLMs etc etc.
- 2. There need to be only three assessment components. An exam 40%: summative and two continuous assessment components totalling 60%. Tutors cannot assess work from each lesson there is not time. We need to be mindful of both tutor and student teacher work load. If you want students to build up a portfolio of materials from each lesson as one assignment that is OK but not weekly tutor assessments. Suggest that you introduce the idea of the portfolio in week one, you can include weekly peer review, final session peer review and subsequent tutor assessment on submission of the portfolio of work. I have also added an example of a portfolio assessment component and a written report assessment component. Also not sure what the 10 marks /20marks etc are in lesson assessments.

Course Manual Writing Proforma

A. Course Information

Title Page

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

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

Course De	Course Details								
Course	Nature of I	Nature of Early Grade Education							
name									
Pre-									
requisite									
Course	200	Course	Credit Value	3					
Level		Code							
Table of co	Table of contents								

Goal for the Subject or Learning Area

Early years' education (age range 4-8 years) is the bases of all learning, equipping children with the development of strong, solid and firm foundational skills needed for life. The goal of this early grade teacher education programme is to equip student teachers with the knowledge, skills and understanding of how children grow, develop and learn. This will enable student teachers to appreciate the uniqueness of each child and to employ developmentally appropriate practices that promote the physical, cognitive, emotional and social development of all children.

Course Description

Early grade learners are largely taught by teachers with little or no training in early grade education as well as untrained persons. The course will expose student teachers to the concepts and importance of early grade education and its implications to the early grade teacher. It is designed to give student teachers in-depth knowledge about children ranging from 4-8 years.

Topics such as the history of early grade education, development of EGE in Ghana including the work of the missionaries and the principles & practices of founders in early grade education will be covered by the course. It will equip student teachers with values, attitudes and skills of teaching as demonstrated by the founders for example Froebel, Piaget, Vygotsky and Montessori.

The course will again broaden the mind of student teachers on how children develop holistically by engaging in playful and interactive activities. It will provide student teachers with skills of creating opportunities to ensure equity and inclusivity in their classroom practices.

It will disabuse the mind of student teachers about the misconceptions related to early grade education, for example one does not need special skill or training to become an early grade teacher and that teaching at the early grade level is perceived to be solely for females. The course will expose student teachers to career opportunities that await them. The course will also equip student teachers with skills to overcome potential challenges that may confront them in their classroom practices (large class, inadequate classrooms and lack of out- door play facilities).

Interactive approach (dramatic play, dramatisation and discussions) will be employed in delivering the course content. These approaches will expose the student teacher to Early Grade` pedagogical knowledge and pedagogical content knowledge to deliver the EGE curriculum.

In delivering the course, ICT will be integrated into the teaching and learning process. Assessment methods for, of and as learning (individuals & group presentations, observations, portfolios and Checklist) will be used to measure the extent of student teachers` learning outcome. (NTS, 2a), (NTS, 1a), (NTS, 2e), (NTS, 3f) and (NTS, 3k)

Key contextual factors

The introduction of the National Literacy Accelerated Programme (NALAP) equipped teachers at the early grade level with tools and skills for delivery in the L1. Teachers were provided with Teaching and learning materials support under the project. Other projects have also supported the teaching and learning process at the early grade level under USAID Learning project, Fast -Track Transformational Teacher Training Programme (FTTTP) and USAID's teaching and learning Materials Programmes (TLMP). Early grade education is still having some challenges such as public misconception about the relevance of early grade education, lack of commitment and involvement of parents, financial constraints and inadequate physical infrastructure and ancillary facilities. Other challenges include cultural and linguistic barriers also affect early grade education in Ghana. There is also the perception by society that early grade education is a women's field/programme and not regarded as important as upper primary and JHS.

Core and transferable skills and cross cutting issues, including equity and inclusion

Course Learning Outcomes	Learning Indicators
CLO 1.Demonstrate an understanding of the	1.1 Explain the concepts and relevance of early grade education
concept and relevance of early grade education	1.2 State at least five relevancies of early grade education
CLO 2.Develop self-awareness as an individual	2.1Identify and discuss your strengths and weakness as a student teacher
prospective teacher	2.2 Debate on practices that enhance positive self esteem
CLO 3. Demonstrate knowledge and	3.1 State and discuss five principles and practices of some selected
understanding of principles , practices and values	founders of early grade education
of some selected founders of early grade	3.2 Apply principles, practices and values learnt from the founders of
education	early grade education in teaching.
CLO 4. Incorporate and demonstrate sensitivity	4.1 Use ICT resources in their teaching and learning process
regarding gender, equity, inclusivity, diversity	4.2 Think pair and share how to integrate issues of equity, diversity and
and the use of ICT in their practices.	inclusivity in their practices
CLO 5. Develop positive attitudes and	5.1 Model positive attitudes and show appreciation for EGE
appreciation for early grade education.	5.2 Identify at least five relevance of early grade education to teaching
	and learning.
CLO 6. Articulate personal interest and goals in	6.1 Discuss among your colleagues their interest in EGE as a life-long
career path in EGE	career.
CLO 7. Overcome potential challenges in their	7.1 Discuss innovative ways to over-come challenges faced by EGE
practices	student teachers.

Course Co	ontent		
Unit	Торіс	Sub-topic if any)	Teaching and learning activity to achieve
UNIT (1)	Topic 1 Historical foundations of EGE 2. History and nature of early grade education including inclusive education	*Concept of early grade education [Definitional issues, scope of EGE, relevance and policies (EGE and child`s right issues)] *Philosophies, Principles & Practices of the founders: (Froebel, Dewey, Piaget, Montessori, Elizabeth Peabody, Alcott Hault, Rousseau and Pestalozzi)	 the learning outcomes Talk for learning Reflection on personal views Debate on the relevance of early grade education Presentation (individual/group) on concept of EGE Discussions on the principles and practices of founders` in EGE Power point presentation (individual/group) on concept of EGE Reflection on themselves as individuals and the kind of teachers they want to be Do a project on historical foundations in EGE
	3.Development of EGE in Ghana	*Government interventions (mainstreaming early grade education, development of curriculum, ECE policy, programme to scale up quality KG education in Ghana- 2012 and NALAP)	 Discuss the development of EGE education Power point presentations (groups/individual) on activities of the missionaries in Ghana Group discussions on government interventions to support EGE
Unit 2	Misconception of early grade education	*Awareness of inclusive early grade education and its importance * Identifying and addressing misconceptions about inclusive early grade education	 Student- teachers reflect on their own beliefs, values and perceptions of EGE Student teachers observe the attitudes of early grade teachers and their implications for practice Student teachers disabuse the misconception through debate Group discussions to disabuse misconceptions about EGE and inclusive education
		*Qualities of early grade teachers	 Tutor facilities discussions to address the misconceptions identified Brainstorm on the qualities and skills needed by early grade teachers Video analysis of good practices of a male early grade teacher Student teachers do power point or poster presentations on the implications for practice
Unit 3	Career path in EGE	 Identifying career opportunities in EGE Working with schools e.g. teaching, administrator, EGE coordinator. 	 Reflection on personal interest and goals Documentations by student teachers on their personal interests and goals Discussions on career opportunities
Unit 4	Challenges in EGE	Potential challenges in EGE (Infrastructural, Inadequate TLMs, Lack of parental commitment, societal stereotype about early grade educators)	 school observations to identify some challenges in EGE Reflection on the challenges of early grade education Discuss in pairs the challenges of EGE Power point presentation on ways to overcome challenges

Teaching and Learning Strategies

Course Assessment Components

Component 1: COURSEWORK

Summary of Assessment Method: Project (In groups, student teachers visit early grade classrooms to observe how the philosophies and principles of selected founders of EGE are being practised. Students submit written reports, with photographs, of their observations, highlighting the educational implications of the philosophies and principles in the classrooms observed). Weighting: 30% CLO 1, CLO 2 and CLO 3 NTS: 1b) Improves personal and professional development through lifelong learning and Continuous Professional Development. 1g) Sees his or her role as a potential agent of change in the school, community and country 2c) Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. 3e) Employs a variety of instructional strategies that encourages student participation and critical thinking. 3i) Explains concepts clearly using examples familiar to students. 3j) Produces and uses a variety of teaching and learning resources including ICT, to enhance learning Component 2: COURSEWORK Summary of Assessment Method: Peer Review / Tutor assessment of portfolio of materials and resources amassed during the course In the final session of the course student teachers present the teaching and learning portfolios they have developed during the course for peer review and then tutor assessment. The final portfolio should include: all the items added throughout the course: presentations, TLMs, reflections, example plans for lessons and an up-dated personal teaching philosophy for teaching early grade, a list of key lessons learned during the course and three targets for developing their skills, knowledge and understanding of teaching and learning further. Weighting: 30 % Assesses Learning Outcomes: Course Learning Outcome: all learning outcomes: NTS 1 **Professional Development** The Teacher(s): a) Critically and collectively reflects to improve teaching and learning. b) Improves personal and professional development through lifelong learning and Continuous Professional Development. **Community of Practice** The Teacher: d) Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher. Knowledge of educational frameworks and curriculum The Teacher: a) Demonstrates familiarity with the education system and key policies guiding it. b) Has comprehensive knowledge of the official school curriculum, including learning outcomes. c) Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. Managing the learning environment The Teacher: a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching. 3 Managing the learning environment The Teacher: a) Plans and delivers varied and challenging lessons, showing a clear grasp of the

intended outcomes of their teaching.	
Assessment	
The Teacher:	
k) Integrates a variety of assessment modes into tea	ching to support learning.
Component 3: END OF SEMESTER ASSESSMENT	
Summary of assessment method: Assessment of lea	rning on all units covered in the course
Weighting: 40%	
Assesses CLO 1 - CLO 7	
NTS	aking and laguring
1a) Critically and collectively reflects to improve tead2a) Has comprehensive knowledge of the official sch	
	diverse context and applies this in his or her teaching.
	students with special educational needs, ensuring their progress.
3k) Integrates a variety of assessment modes into te	
Required Reading and Reference List	
Core Texts:	
	pment of education in Ghana; Accra, Macmillan
	Early Grade education. Accra: Emmppong Press; Publications
	Luny Grude Education. Actra. Eminppong Fress, Fubications
Additional reading list:	
Selected articles and online resources (Ope	n Sege nublications Francis & Taylor)
 Brewer, J. (2007). Introduction to early child 	
	education. New York, Routledge publications
	pectives within Feminism and Early Childhood Education;
Contemporary Issues in Early Child	
	dhood Education: History, Philosophy and Experience. Sage
Publications	anood Education. History, i missophy and Experience. Suge
	ood education; A teacher's journey. Accra: EmmppongPublication
	(2000). 'Race', class and gender in exclusion from school. New
York, Falmer press	
• Yelland, N. (2003). Gender in early childhoo	d. New York. Routledge publications
 child development books (wip) 	
FTTT Manuals (Sabre Education)	
T-tel Education manuals	
 Universities and Colleges ECE modules/prog 	zrammes
 TESSA documents 	,
Right to play materials	
 NALAP documents and materials 	
Teaching and Learning resources	
Projector	
Computers	
Video/ picture slides	
Resource Persons	
Samples of portfolio	
Flip Charts	
Manila Cards	
Open Educational Resources (Including: You	ITube)
Library	~~ ~,
	cils, crayons, cardboards, lego, abacus, geoboard)
 Ropes and threads 	נווס, כו מצטווס, כמו נוטטמו עס, וכבט, מטמכעס, בכטטטמו ען
Course related professional development for tutors	/ lecturers
Course related professional development for tutors	

Year of B.Ed. 2	Semester	1	PI	ace of	lesson in se	mester	1 2 3 4	567891	0 11 12	
Title of Lesson	Introducto	ry Lesson				Less	on Duratio	in 31	hours	
Lesson description Previous student teacher	This course introduces student teachers to the course manual, its importance and uses. exposes student teachers to the early grade education with developmentally appropriat practices that indicate that all children, including children with special educational need through play oriented activities. Children learn by doing, thus, hands-on, activity based approaches, and children learn by exploring, discovering, experimenting and through cro Student teachers visited some schools in the first semester to observe how teaching is of							opropriate nal needs learn y based rough creativity.		
knowledge, prior learning (assumed)	kindergarte	en to lowe	er prima	iry lev	el.				tigmatisation from	
learning in the lesson Lesson Delivery – chosen	peers and s		Work		Seminars	Indepen		earning	Practicum	
to support students in achieving the outcomes	to-face	Activity	Based Leani	-		t Study		oortunities		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Practical A Seminars: Independe notes on sa	ctivity : Ha Regular se ent Study : alient poir	ands-on, eminar t Studen nts daily	, activ to pres nt teac		ivities are fic assign pendent s	enhanced ed tasks study to bu	on daily bas	folios and prepare	
• Learning Outcome for the lesson, picked and developed from the course specification	Learning O Demonstra and under	Practicum:School visitswill be done by student teachers to observe and practise Learning Outcomes: Learning Indicators: Core skills/ cross-cutting Demonstrate knowledge • Identify and explain what Core skills targeted inclusion, critical			ing issues					
 Learning indicators for each learning outcome 	regards t	 Indicate the need for course manuals Examine the usefulness of course manuals 								
Торіс:	Sub top	pic S	itage/tii	me	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				cher led, tudy	
Introduction to Early Gra Education Course Manual	Ide Pre-Lea interac	U	Introduction: 15min		Teacher Activity n: Discussion Ask student teacher the room to find sor wearing the same co and find out basic ir (name, where they about them and wh chosen to study ear education Ask student teacher introduce their part class and share thei		Teacher Activity Discussion Ask student teachers to go round the room to find someone who is wearing the same colour as them and find out basic information (name, where they are from etc) about them and why they have chosen to study early grade education Ask student teachers to introduce their partners to the class and share their partner's reason(s) for choosing early		c) Discuss Student round t partner the sam and cha informa where t about e why the study es educati should s partner already Student informa	tt Activity ion & Pair Work teachers walk he room to find a who is wearing he colour as them it to find out basic tion (name, they are from etc) ach partner and ey have chosen to arly grade on. Students aim to find s who are not their friends. teachers ce their partners lass and share irtner's reason(s)

				for choosing early grade		
				education.		
	Preparations for the use of the course manual	Stage 1: 30mins	Discussion& Brainstorming Using the approaches of brainstorming and discussion tutor/lecturer introduces the lesson and leads student teachers in discussions on what they think and know about course manual.	Discussion Using talk for learning approach, Tutor/Lecturer creates opportunities for student teachers to talk about what they think and know about course manuals in their own		
	The need for a course manuals	Stage 2: 90 mins	Brainstorming &Discussion Tutor/Lecturer puts student teachers in small groups to brainstorm the need for a course manual. Facilitate a discussion about why a course manual is needed, highlighting its importance for both tutor and student teachers.	words) Brainstorming &Discussion In small groups, student teachers brainstorm the need for a course manual. Student teachers participate in class discussion by sharing their ideas from the brainstorming.		
	Using the course manual s	Stage 3: 35 mins	Discussion Tutor/Lecturer introduces the structure of the course manual and leads discussion on how the course manual is used.	Discussion Student teachers participate in whole class discussion about the use of the course manual. Student teachers take note of key information being shared by the tutor on effective use of the course manual		
		Conclusion: 10mins	Discussion Tutor/Lecturer leads student teachers in discussion to summaries the importance of the course manuals in their portfolios	Discussion Student teachers individually summarise the importance of course manuals in their portfolios		
			Ask student teachers to read about misconceptions and biases in early grade education to prepare for next lesson.	Student teachers read about misconceptions and biases in early grade education from online and other sources to prepare for next lesson.		
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	contribution d teamwork/col	ssessment meth uring the lesson laboration and i	hod: Assessment for and as learning i). Core skills targeted are communic nquiry skills. course learning outcome 1			
Teaching Learning Resources	 Projector Video clips Smart phones Laptops 					
Demulared Tout (sourch	Brewer, (2006). Introduction to early childhood education.					
Required Text (core)						
Required Text (core) Additional Reading List			lopment preschool teacher training	manual (2013). Continuous		

Year of B.Ed. 2	Semeste	er 1	Place of	lesson in se	mester	1 2 3	45	6789101	1 12	
Title of Lesson	Misconcepti	Misconceptions and Biases in Early Grade education Lesson Duration 3 h							3 hours	
Lesson description Previous student teacher knowledge, prior learning (assumed)	Student teac Society stign	This lesson aims at identifying and addressing misconceptions and biases in early grade education. tudent teachers' own misconceptions will be discussed and addressed in the lesson. Tociety stigmatizes teachers of early grade education. student teachers perceive the idea that lazy an cademically weak teachers teach at early grade level								
(assumed) Possible barriers to	Student tead	hers may feel in	ferior for	selecting ea	arly grade	educat	ion co	ourse/program	nme. Fr	riends and
learning in the lesson Lesson Delivery – chosen to support	Face- Pra	y call them name ctical Work- ivity Leanir	Based	Seminars	Indeper t Study			orning ortunities	Practi	cum
students in achieving the outcomes	face						<u> </u>			
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	delivery and Practical Act misconceptio Seminars: A Independent e-learning o	: Tutor/Lecturer discussions. disc ivity : Student te ons observed du talk on the impo t study : Student oportunities : Por tudent teachers	ussions, p achers in ring their rtance of teachers werPoint	group work, small group first year scl early grade will indepen presentation	pair work s will shar nool obse education dently re ns, audio-	re ideas re ideas rvation. n and th ad cours	-on a on ba ie role se ma and v	ctivity and pre arriers, biases e of the early g anuals and pre ideo clips.	esentati and grade te pare no	ons eacher. otes.
• Learning	Learning Ou			ing Indicator		preclate		Core skills		ss-cutting
Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	miscone and ba		 Identify and explain misconceptions of early grade education Discuss and share the Core skills 			ills ion, , nd	issues Core skills tar communicati thinking, coll observation a skills, digital l	on, crit aboration and enq	ical on, Juiry	
Topic:	Sub topic	Stage/time			-	-		eve learning of selected. Tea		
			Teach		-			ndependent s Student	tudy	
Misconceptions and biases in early grade education		Introduction:1 Omin	Tutor, stude previc impor	Discussion Discussion Tutor/lecturer guides the student teachers to review the Student teacher		nt teachers re edge from pre g the use and	m previous lesson by and importance of			
	Identify misconcept ions and biases in early grade education	Stage 1: 60min				vs of wh bout to tions an uss in g	at early identify d biases. roups			
	Barriers in early grade education	Stage 3: 90min	Tutor	• Work /lecturer gro ers and assig		ent E	ach g	Work group brainsto sts 5 points on		

			group to use PowerPoint to present on misconceptions,	three (misconceptions, biases and barriers) using PowerPoint		
		biases and barriers in early presentation				
		grade education In groups, student teachers dis				
			Tutor/lecturer puts students in	different ways to address each of		
			groups to identify effective	the barriers		
			ways each of the barriers can			
			be addressed			
	Conclusion	Stage 4: 20min	Question and Answer	Question and Answer		
			Tutor/lecturer employs	Student teachers answer questions		
			questions and answers	asked by the tutor/lecturer on		
			techniques to recap salient	misconceptions, biases and barriers		
			points and close the lesson	in early grade education		
			Student teachers are given the	Student teachers also ask questions		
			opportunity to ask questions	for clarifications on misconceptions,		
			for clarifications based on the	biases and barriers in early grade		
			topic	education		
Lesson assessments		L: Coursework		/		
- evaluation of			od: Assessment for and as learning			
learning: of, for and				ore skills targeted are communication,		
as learning within the lesson(linked to			ry skills and digital skills. ourse learning outcome 1			
learning outcomes)	Assesses leal	ning outcomes. C	ourse learning outcome 1			
Teaching Learning	• Pow	erPoint				
Resources	-	ector				
Resources	-	ector o clips				
		rt phones				
		•				
		•	ources (online educational resources			
Required Text (core)			ources (online educational resources	ield, J., Schroeder, C., & Venn, M. L.		
Required Text (core)				benefits by faculty in general early		
			Education and Special Education,			
Additional Reading				ly childhood classroom. <i>Kappa Delta Pi</i>		
List	Record, 39(4)			ry emanoou classiooni. Ruppu Delta Fr		
			Farly Years Learning Framework	can help shift pervasive beliefs of the		
				porary Issues in Early Childhood, 12(1),		
	4-10.					
		009). Barriers to a	and facilitators of inclusion for child	dren with disabilities in early childhood		
			es in Early Childhood, 10(2), 133-14			
CPD Needs						
	Seminar on addressing misconceptions, biases and barriers in early grade education					

Year of B.Ed.	2	Semester	1	Place of	f lesson in sem	nester	123	4567891	0 11 12	
Title of Lesson	TI	The Concept of Early Grade Education Lesson Duration 3 hours								
Lesson description	СС	This lesson introduces student teachers to the definitions of early grade education and the scope it covers. Student teachers will also explore the relevance of early grade education to help them appreciate why early grade education matters in the life of an individual.								
Previous stud		tudent teachers have experience of their own early school days								
teacher knowle								ly grade education	in the previous	
•	ning le	sson								
(assumed) Possible barriers to		hara is lask a	folority one		noonlo about	the age	hrackat	for oarly grade of	lucation	
learning in the less		liere is lack o	i clarity and	ng severa	i people about	the age	ыаске	t for early grade eo	lucation	
Lesson Delivery –		ace-to-face	Practical	Work-	Seminars	Indepe	ndent	e-learning	Practicum	
chosen to support			Activity	Based		Study		opportunities		
students in achievi	ing			Leaning						
the outcomes	-		Dura na isladia							
Lesson Delivery main mode of delivery	very In	dependent L	.earning: Ind	dividually s		efinition		eading for the next	lesson	
chosen to sup					bile phones an	d laptop	S			
student teachers		eminars: Gro	up presenta	tions						
achieving the lear outcomes.	ning									
Learning Outcome for t		earning Outc	omes		Learning Ind	icators	Core	skills/ cross-cutti	ng issues	
lesson, picked		emonstrate a	an understa	nding of	Explain the concepts Core		Core skills targeted include			
and developed		the concept and scope of early						mmunication, critical thinking,		
from the cours	se gr	rade educatio	on		education Digita			ollaboration, enquiry skills and		
specification								ital literacy. These can be veloped during whole class		
Learning indicators for		emonstrate a	an awarana	ss of the	State at least				e class work. Mixed	
each learning		elevance of ea			relevance of early groupings w grade education discuss the r			pings will be used		
outcome			70					iss the relevance o		
							education that is inclusive to ensur			
								inclusivity issues a	re taken into	
Topic:	S	ub topic	Stage/tim	P	Te	aching a	acco	ning to achieve le	arning	
Concept of Early G				-		-		ding on delivery m		
Education					Те	acher le	d, colla	borative group wo		
						depende	nt stud			
					Teacher Acti	vity		Studer	nt Activity	
			Introductio	on:	Pair Work			Pair Work		
			10min		Ask student t			In pairs, student to		
					work in pairs down what t			what early grade e write down their o		
						•		write down their definitions on pieces of paper or posters		
	D	efinitions	Stage 1: 40)	E-learning &			E-learning, Indepe		
		nd Scope of			Provide a list			Learning & Discus		
	Early Grade		people who have defined			Student teachers search for				
					a sub contra de de					
		ducation			early grade/y			definitions of early	-	
					early grade/y education an student teac	id ask		education in the c	ore reading	
					education an	id ask hers to			ore reading ing their	
					education an student teac search for th from these p	id ask hers to e definiti eople on	ons line	education in the c text and online us phones or laptops Student teachers	ore reading ing their present the	
					education an student teac search for th	id ask hers to e definiti eople on	ons line ng	education in the c text and online us phones or laptops	ore reading ing their present the	

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			Facilitate a discussion on	
			the definitions of early	
			grade education,	
			highlighting the	
			similarities and	
			differences in the	
		Cto and 2: 25 mile	definitions	Discussion
		Stage 2: 25min	Discussion	Discussion
			Lead a discussion on the	Student teachers discuss the
			scope of early grade	scope of early grade education in
			education globally and	the global context and narrow down to the Ghanaian context
			emphasize the Ghanaian context; KG1 to P.3 (age 4	down to the Ghanalah context
			to 8)	
	The	Stage 3: 15min	Demonstration &	Discussion
	Relevance of	Stage 5. ISmin	Discussion	Students teachers comment
	Early Grade		Analogy: Place big,	briefly on the relevance of early
	Education		heavier carton on small	grade education based on the
			lighter carton and vice	analogy
			versa [be sure the big	- 07
			heavier carton or any	
			other material used will	
			fall when placed on the	
			smaller one] to	
			demonstrate the	
			importance of laying a	
			strong foundation for a	
			child, as in the case of	
			building a house.	
			Ask student teachers to	
			comment on the	
			demonstration they	
		Change A. OOmin	witnessed	Canala an
		Stage 4: 80min	Seminar Put student teachers in	Seminar In groups, student teachers
			mixed groups (gender,	engage in a brainstorming activity
			ability etc) to brainstorm	to identify the specific
			the relevance of early	relevance/importance of early
			grade education for all	grade education. Student
			children and make notes	teachers should highlight the
			for presentation	need to ensure inclusion of all
			Summarize group	children.
			presentations by	Groups present their ideas in a
			highlighting the key	seminar format.
			importance of inclusive	
			early grade education	
		Closure: 10min	Independent Learning&	Independent Learning& Peer
			Peer review	review
			Ask student teachers to	Student teachers write down
			write on pieces of paper	what they have learnt from the
			the key things they have	lesson and exchange their papers
			learnt from the lesson	for peer-peer review.
			and exchange for peer review	Assignment: Student teachers
				Assignment: Student teachers read about the Philosophies,
			Assignment: Ask student	Practices and Contributions of
			teachers to read about	Froebel and Dewey from the core
			the Philosophies,	reading text and online sources
			Practices and	ahead of the next lesson
			Contributions of Froebel	
			and Dewey from the core	

	reading text and online
	sources in preparation for
	the next lesson
Lesson assessments –	Component 1: COURSEWORK
evaluation of	Summary of Assessment Method:
learning: of, for and as	Assessment of, for and as learning: Group presentations on the relevance of inclusive early grade
learning within the	education
lesson(linked to	Assesses Learning Outcomes: Course learning outcomes 2
learning outcomes)	
Teaching Learning	Mobile phones
Resources	Laptops
	Projector
	Empty cartons
Required Text (core)	Kwamina-Poh & McWilliam. (1975). Development of education in Ghana; Accra, Macmillan
	Otami, P.S. (2017). Historical foundation in Early Grade education. Accra: Emmppong Press;
	Publications
Additional Reading	Brewer, J. (2007). Introduction to early childhood education;
List	Pearson Inc.
	Cole, M. (2006). Human rights, equality and education. New York, Routledge publications
	FTTT Trainer Manuals (Sabre Education)
CPD Needs	A workshop for tutors on teaching the relevance of early grade education

Year of B.Ed. 2	Semeste	r	1	Place	of less	on in semes	ter	1234	1 5 (678910	11 12	
Title of Lesson	Philosophie	s, Pract	tices and	Contri	butions	of Frobel a	nd De	wey		Lesson Duration	3 hours	
Lesson description	years' educ	ation; F	robel an	d Dew	ey. Stud	lent teacher	s wille	explore th	ne ph	•	ment of early d practices of e education.	
Previous student teacher knowledge, prior learning (assumed)	discussed s	ome de	efinitions	and s	cope c	of early grad	le edu	ucation. S	Some	of these de	n where they finitions were rs' education.	
Possible barriers to learning in the lesson												
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Pract Activ		Work Based Leani	ed t Study					earning portunities	Practicum	
Lesson Delivery – mair mode of delivery chosen to support student teachers in achieving the learning outcomes.	Independer Seminar: G	nt study roup pr	y: Individ esentatio	ons		s and reading			orma	tion online		
Learning Outcome for the lesson, picked and	Learning O	Learning Outcomes Demonstrate knowledge and understanding of the principles and practices of Frobel and Dewey Demonstrate appreciation for the educational implications and contributions made by Frobel and Dewey towards early grade education			Learning Indicators Identify and write about the principles and practices of Frobel and Dewey					ore skills/ sues	cross-cutting	
developed from the course specification • Learning	understand and practice											
indicators for each learning outcome	the educa and contr Frobel and				Apply the principles and practices of Frobel and Dewey in their early grade teaching. Development of student's teaching philosophy as evidenced in student's portfolio				ci e	collaboration, observation enquiry skills, digital literacy and inclusion.		
Topic: History and Nature of Early Grade Education	Sub topic		Stage/ti	me	Teach deper	ing and lear	ning t ivery	o achiev mode sel	ected	rning outcom d. Teacher le dent study		
						er Activity	•		•		t Activity	
			Introduc 10min		techn answe 'throw anoth roomj to sha from t	the verbal b ique [one pe ers a questio vs' the quest er person ac , ask studer are what the the previous	erson in and tion to cross t int tead y leari	ball A he he nt n t	Discussion A student teacher shares what he/she learnt from the previou lesson on the concept of early grade education After sharing, the student 'throws' the question to anothe person. This continues until a number of students have had a turn.			
	Philosophie and Practic Frobel Dewey		Stage 70min	1:	1: Group Work Group Divide class into 2 groups In s and assign one group Frobel and the other Dewey. Ask pri					Froup Work& E-learning In smaller groups of 5, student eachers read about the life, rinciples and practices of the erson assigned to their group		

		1	
		into smaller groups of 5 to read about the life, principles and practices of the person assigned to their group.	from online and the relevant pages of the core reading text.
		Guide student teachers to present what they read and emphasize the principles and practices of Frobel and Dewey by way of summary	Student teachers do poster presentations on what they read for whole class discussion.
	Stage 2:	Discussion & Individual	Discussion & Individual
	40min	Reflection Display 2 posters, labelled differences and similarities. Ask student teachers to reflect on the principles and practices of Frobel and Deweyand write on sticky notes the similarities and	Reflection Student teachers reflect on the principles and practices of Frobel and Dewey to identify the similarities and differences between them. Students write the similarities and differences on sticky notes and paste them
		differences between them.	on the appropriate poster displayed
		Invite 2 volunteers, one to read out the points on the differences poster and the other to read out from the similarities poster Guide students to identify similarities with other educationists discussed in previous lessons	Student teachers share the similarities with other educationists discussed in previous lessons
Educational	Stage 3:	Discussion & Individual	Discussion & Individual
Implications and Contributions	50min	Reflection Ask student teachers to reflect on the philosophies and practices of Frobel and Dewey to identify their educational implications and share with a partner.	Reflection Student teachers reflect on the philosophies and practices of Frobel and Dewey to identify their educational implications. Student teachers pair up to share their reflections with a partner.
		Facilitate a whole class discussion on the educational implications and contributions of Frobel and Dewey. During STS, ask student teachers to work with small	Student teachers engage in a whole class discussion on the educational implications and contributions of Frobel and Dewey.
		groups of learners to put into practice the philosophies and practices of Frobel and Dewey Ask student teachers to record in their reflective	During STS, student teachers work with small groups of learners to put into practice the philosophies and practices of Frobel and Dewey.
		journals how the philosophies and practices of Frobel and Dewey as practiced in schools, will positively influence their classroom practices as developing teachers.	Student teachers reflect on their practice and record in their reflective journals how the philosophies and practices of Frobel and Dewey will positively influence their classroom practices as developing teachers.

		Closure:	Question and Answer	Question and Answer			
		10min	Ask student teachers to	Student teachers share with the			
			share their key takeaways	class their key takeaways from the			
			from the lesson.	lesson.			
			Answer questions student	Student teachers ask any questions			
			teachers may have to clarify	they may have for clarification.			
			and summarize the lesson.				
Lesson assessments –	Component	1: COURSEWO	RK				
evaluation of learning:	Summary o	f Assessment M	lethod:				
of, for and as learning	Assessment	of, for and as l	earning: Students' reflective not	es on the philosophies and practices			
within the lesson(linked	of Frobel ar	nd Dewey					
to learning outcomes)	Assesses Le	arning Outcome	es: Course learning outcomes 2	and 3			
Teaching Learning	Mobile phones						
Resources	Laptops						
	Projector						
Required Text (core)	Kwamina-P	oh & McWilliam	n. (1975). Development of educa	tion in Ghana; Accra, Macmillan			
	Otami, P.S.	(2017). Historic	al foundation in Early Grade edu	cation. Accra: Emmppong Press;			
	Publication	5					
Additional Reading List			tion to early childhood educatior	ι;			
		arson Inc.					
			nts, equality and education. New				
CPD Needs			•	ons and contributions of Frobel and			
	Dewey to re	eal early grade o	classroom practices				

Year of B.Ed. 2	Semester	1	Place of less	son in semes	ster	5 67891	6 6 7 8 9 10 11 12			
Title of Lesson	Philosophies, F Rousseau	Practices ar	ıd Contributi	ons of Pesta	lozzi an	d	Lesson Duration	3 Hours		
Lesson description	education such of individuals, principles, phil	In this lesson, student teachers will learn more about the great men of early childhood education such as Pestalozzi and Rousseau. The development of the Head, Heart and the han of individuals, one of the main principles of Rousseau. Student teachers will be exposed to th principles, philosophies and contributions of these great men will be discussed.								
Previous student teache knowledge, prio learning (assumed) Possible barriers to	r	Students have been introduced to the principles and contributions of Froebel and Dewey								
learning in the lesson Lesson Delivery – choser to support students in	_	Practical Activity	Work- Based	Seminars	Seminars Independent e		e-learning opportunities	Practicum		
achieving the outcomes Lesson Delivery – mai mode of delivery chose to support studen teachers in achieving the learning outcomes.	 lesson delivery presentations Practical Activ misconception Seminars: A tate teacher. Independent sonotes. 	 Practical Activity: Student teachers in small groups will share ideas on barriers, biases and misconceptions observed during their first year school observation. Seminars: A talk on the importance of early grade education and the role of the early grade teacher. Independent study: Student teachers will independently read course manuals and prepare 								
Learning Outcome for the lesson,	Learning Outo		Soogle schol					e skills/ cross-cutting issues		
 picked and developed from the course specification Learning indicators for each learning outcome 	of the philos including the	Develop knowledge and awareness of the philosophies of Pestalozzi, including the development of the head, heart and hands of the child and Rousseau				Pestalozzi: head, heart cutting s and hands of the child include of and Rousseau critical th cuss the practices of collabora Pestalozzi and Rousseau enquiry s				
	practices an Pestalozzi and	d contril	outions of	of Pestalo Rousseau education	zzi and to early	/ grade				
Торіс	Sub topic	Stage/tin	ne	depending	g on de	livery m	achieve learning ode selected. Te or independent	acher led,		
				Teacher A				Activity		
History and Nature o Early Grade Education	f	Introduct mins	ion: 10	Tutor/Lect brainstorn Froebel ar in early ch education Discussior practices, and contri early grad	ning on nd Dewo nildhood n. ns on th philoso ibutions	who ey are d eir phy s to	Student teach their knowled brainstorming Dewey and Fro grade education Student teach discuss their c philosophies a in early grade	ge through on who were bebel in early on. ers also ontributions, nd practices		

	Dhilessahiss	Stage 1:00 min		Ctudopt to share de this					
	Philosophies of Pestalozzi	Stage 1: 90 min	Tutor/Lecturer asks	Student teachers do think, pair and share philosophies					
	and		students teachers to	of Pestalozzi and Rousseau.					
	Rousseau		think, pair and share	Using online resources such					
	Rousseau		ideas about the	as Google scholar with					
			philosophy of Pestalozzi	PowerPoint student					
			and Rousseau.	teachers do presentations					
			Tuton (Lesturen aut	on the philosophies of					
			Tutor/Lecturer put	Pestalozzi and Rouseau					
			students in small groups	Individually, student					
			to do online search on	teachers build notes in their					
			the philosophies of	portfolios on the Head,					
			Pestalozzi and Rousseau.	Heart and Hands philosophy of Pestalozzi.					
			Tutor/lecturer asks						
			student teachers to						
			make individual notes						
			on the Head, Heart and						
			Hands (3 H's) of						
			Pestalozzi as part of						
			their portfolio building						
	Practices	Stage 2: 60 min	Tutor/Lecturer leads	Student discuss and					
	and	-	student teachers	mention the principles and					
	contributions		through discussions	contributions of Pestalozzi					
	of Pestalozzi		mention the principles	and Rousseau.					
	and		and contributions of						
	Rousseau		Pestalozzi and Rousseau.	Student teachers in small					
				groups search using Google					
			Tutor/Lecturer assigns	scholar the principles and					
			student teachers in	contributions of Pestalozzi					
			small groups to prepare	and Rousseau					
			PowerPoint						
			presentations on the	Student teachers do					
			, principles and	PowerPoint presentation on					
			contributions of	the principles and practices					
			Pestalozzi and Rousseau	of Pestalozzi and Rousseau.					
			using online resources						
			such as Google scholar.						
		Conclusion: 20 mins	Tutor/Lecturer leads	Student teachers respond to					
			discussions to recap the	questions on the salient					
			salient points in the	points of the lesson.					
			lesson.						
				Student teachers prepare					
			Tutor/Lecturer asks	individual notes on the					
			student teachers to	salient points of the lesson.					
			prepare individual notes						
	Composition	Coursouverle	on the salient points.						
Lesson assessments –	Component 1:		compart for and as leaved of	In groups, student to a barry					
evaluation of learning:of,			essment for and as learning (
for and as learning within the lesson(linked			e now the philosophies and p ubmit written reports, with j	principles of selected founders					
				photographs, of their psophies and principles in the					
to learning outcomes)	classrooms obs		onar implications of the phild						
			nquiry skills, reflection and cr	itical thinking					
	Weighting: 30		igan y skins, i checcion and ch						
			earning outcome1, 2 and 3						
Teaching Learning	PowerPoir								
Resources	 Projector 								
	Laptop								
		rational Resources such	n as Google scholar						
	Open Educational Resources, such as Google scholar								

Required Text (core)	Brewer, (2006). Introduction to early childhood education. Pearson Inc.
Additional Reading List	Brewer, J. (2007). Introduction to early childhood; Person Inc.
	Cole, M. (2006). Human rights, equality and education. New York: Routledge publications
	De lair, H. & Erwin, E. (2000). Working perspectives within feminism and early childhood
	education. Contemporary
	Issues in Early Childhood, 1 (2), pp 26-35
	Otami, P.S. (2013). Practices in early childhood education. A teacher's journey. Accra: Emmpong
	Press
	Otami, P.S. (2017). Historical foundation in early grade education. Accra: Emmpong Press
	Wright, C., Weeknes, C. & McGlaughlin, A. (2000). 'Race'
CPD Needs	Seminar presentations in small groups

Year of B.Ed. 2	Semester	1	Place of	lesson in semester	1234	5 6 7 8 9 10	11 12		
Title of Lesson Lesson description	Philosophies, Practices and Contributions of Elizabeth Peabody and Alcott Hault Lesson Duration 3 Hours This lesson builds on the philosophies, practices and contributions of historical founders in early childhood education such as Elizabeth Peabody and Alcott Hault. It creates awareness of studer teachers on developmentally appropriate practices found at early childhood education settings								
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson	The student te	iome of which can be attributed to these great founders in early childhood education. The student teachers have been introduced to the philosophies and practices of great men in early childhood education such as Piaget, Froebel, Dewey and Pestalozzi.							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Activity	Work- Based Leaning	Seminars	Independen Study	t e-learning opportunities	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	lesson preser • Practi- miscol • Semin grade • Indep	 misconceptions observed during their first year school observation. Seminars: A talk on the importance of early grade education and the role of the early grade teacher. 							
Learning Outcome for the lesson, picked	Learning Outco			Learning Indicator			ross-cutting		
 and developed from the course specification Learning indicators for each learning outcome 	philosophiPeabody aDemonstrationpractices a	awareness es of El nd Alcott Hau ate knowled and contribut Peabody and	lizabeth ult dge in tions of	 of Elizabeth Peabody and Alcott Hault Discuss the practices of Elizabeth Peabody and cutting skills targeted include communication, critical thinking, collaboration, observation 					
Торіс	Sub topic	Stage/time		Teaching and lear depending on deli collaborative grou	ivery mode se	elected. Teacher lo dependent study	ed,		
				Teacher Activity		Student Activ	ity		
History and Nature of Early Grade Education	Introduction	Stage 1: 10r	nin	Discussion Tutor/lecturer recaps the previous lesson using the "verbal basketball technique" (one student answers a question and then throws a ball/bean bag to another person to also answer and that continues)		Discussion Student teache what they rem the previous le call upon othe to do likewise	ember from sson and		

				T				
	Philosophies, Practices and Contributions of Elizabeth Peabody and Alcott Hault	Stage 70min	2:	Discussion Tutor/lecturer begins the lesson by presenting a spider web diagram with philosophies, practices and contributions of Elizabeth Peabody and Alcott Hault	Discussion& Group Work Students form groups and search for information on the philosophies, practices and contributions of Elizabeth Peabody and Alcott Hault. Each group presents their findings in a PowerPoint presentation to the class. Each presentation is followed by a question and answer session			
		Stage 40min	3:	Discussion Tutor/lecturer summarizes the presentations of the groups and lead student teachers to pick out salient points to complete the spider diagram	Student teachers work with tutor/lecturer to identify the philosophies, practices and contributions of Elizabeth Peabody and Alcott Hault from the presentations. These contributions from student teachers will be used to complete the spider web diagram			
		Stage 40min	4:	Individual Reflection Tutor/lecturer leads students to individually reflect on practices at early grade level and identify philosophies, practices and contributions that reflect on those of Elizabeth Peabody and Alcott Hault. Allow time for students to prepare their own notes on philosophies, practices and contributions of Elizabeth Peabody and Alcott Hault using their reflective journals	Individual Reflection Student teachers individually reflect on practices at early grade level and identify philosophies, practices and contributions that reflect on those of Elizabeth Peabody and Alcott Hault. Student teachers prepare their own notes on philosophies, practices and contributions of Elizabeth Peabody and Alcott Hault in their reflective journals			
	Closure	Stage 20min	5:	Discussion Tutor/lecturer revisits the objectives of the lesson and respond to the questions from students. Ask student teachers to read about Elizabeth Peabody and Alcott Hault and design their own spider diagram individually.	Discussion Student teachers check if they have achieved the objectives of the lesson and asks for further clarifications. Student teachers individually prepare spider diagrams based on their further reading on Elizabeth Peabody and Alcott Hault.			
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Component 1: Coursework Summary of assessment method: Assessment for and as learning (group presentation of the philosophies and practices of Elizabeth Peabody and Alcott Hault (Core skills targeted are teamwork/collaboration, inquiry skills and digital skills). Assesses learning outcomes: course learning outcome 3							
Teaching Learning Resources	 PowerPoint Projector Laptop Open Educational Resources 							
Required Text (core)Brewer (2007). Introduction to early childhood education								
Additional Reading List				al Foundations in Early Childho	ood Education. Winneba: Franko			
	Printing Press & Stationery Seminar on the principles and practices of Elizabeth Peabody and Alcott Hault							

Year of B.Ed. 2	Semester	Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12								
Title of Lesson	Philosophies a	nd Practices	of Piaget a	nd Montessor	i L	esson Dur	ation	3		
Lesson description	years' education philosophies a implications fo	This lesson introduces student teachers to two of the key educationist in the development of early years' education; Jean Piaget and Maria Montessori. Students will be introduced to the philosophies and practices of these educationist and their educational contributions and implications for early grade education. Student teachers have been introduced to the philosophies, practices and contributions of some								
Previousstudentteacherknowledge,priorlearning(assumed)	educationist a two others to	lready. Stude be introduce	ents can dr ed in this les	aw on that p son.	revious lea	arning to i	identify simila	arities with the		
Possible barriers to learning in the lesson	educationist a presented, as about "who" t highlighting sin previous ones	Similarities and differences in the philosophies, practices and contributions of different educationist although is relevant for this lesson, can also pose barriers to learning if not carefully presented, as prior learning may interfere with new learning. Students may begin to be confused about "who" to attribute "what" to. The lesson will be presented in a very interactive manner, nighlighting similarities not only between the two persons being discussed in this lesson but also previous ones where possible.								
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Activity	Work- Based Leaning	ed Study			earning portunities	Practicum		
modeofdeliverychosentosupportstudentteachersinachievingthelearningoutcomes.	 Independent study: Individual reflections and reading assignment Seminar: Group presentations e-learning opportunity: Use of mobile phones and searching for information online 									
• Learning Outcome for the lesson, picked and	Learning Outc	Learning Outcomes Learning Indicators					Core skills issues	/ cross-cutting		
 developed from the course specification Learning indicators for each learning outcome 	Demonstrate k understanding practices of Pia Demonstrate educational contributions Montessori education	of the princ aget and Mo appreciatio implicatio made by	iples and ntessori n for the ons and Piaget and	principles Piaget and Apply the practices of Montesson	principles and practices of Piaget and Montessori Apply the principles and practices of Piaget and Montessori in their early			Core, transferable and cross cutting skills targeted include communication, critical thinking, collaboration, observation enquiry skills, digital literacy andinclusion.		
				Developm teaching p evidenced portfolio	hilosophy	as				
Topic: History and Nature of Early Grade Education	Sub topic	Stage/tim	on de	ning and learn livery mode s or independe	selected. 1		d, collaborati	ve group		
				Teacher Act	ivity		Student A	ctivity		
		Introducti 10min	Using techr answ 'throu anoth	nique [one per ers a question ws' the question ner person acr	he verbal basketball A s gue [one person he, rs a question and pre- s' the question to pra- r person across the imp		Discussion A student teacher shares what he/she remembers from the previous lesson; the principles, practices and educational mplications of Elizabeth Peabody			
			to sh	room], ask student teachersand Alcott Hault. After sto share what they rememberthe student 'throws' thefrom the previous lessonto another person. This						

[1	
			until a number of students have had a turn.
Philosophies and Practices of Piaget and Montessori	Stage 1: 70min	Group Work Divide class into 2 groups and assign one group Piaget and the other Montessori. Ask each group to further divide into smaller groups of 5 to read about the life, principles and practices of the person assigned to their group.	Group Work& E-learning In smaller groups of 5, student teachers read about the life, principles and practices of the person assigned to their group from online and the relevant pages of the core reading text.
		Guide student teachers to share what they read and emphasize the principles and practices of Piaget and Montessori	Student teachers orally present what they read for whole class discussion
	Stage 2: 40min	Discussion & Individual Reflection Display 2 posters, labelled differences and similarities. Ask student teachers to reflect on the principles and practices of Piaget and Montessori and write on sticky notesthe similarities and differences between them.	Discussion & Individual Reflection Student teachers reflect on the principles and practices of Piaget and Montessori to identify the similarities and differences between them. Students write the similarities and differences on sticky notes and paste them on the appropriate poster displayed
		Invite 2 volunteers, one to read out the points on the differences poster and the other to read out from the similarities poster Guide students to identify similarities with other educationists discussed in previous lessons	Student teachers share the similarities with other educationists discussed in previous lessons
Educational Implicati ons and Contribu tions	Stage 3: 50min	Discussion & Individual Reflection Ask student teachers to reflect on the philosophies and practices of Piaget and Montessori to identify their educational implications and share with a partner.	Discussion & Individual Reflection Student teachers reflect on the philosophies and practices of Piaget and Montessori to identify their educational implications. Student teachers pair up to their reflections with a partner.
		Facilitate a whole class discussion on the educational implications and contributions of Piaget and Montessori. During STS, ask student	Student teachers engage in a whole class discussion on the educational implications and contributions of Piaget and Montessori.
		teachers to work with small groups of learners to put into practice the philosophies and practices of Piaget and Montessori Ask student teachers to	During STS, student teachers work with small groups of learners to put into practice the philosophies and practices of Piaget and Montessori.

	1			I					
			record in their reflective	Student teachers reflect on their					
			journals how the philosophies	practice andrecord in their					
			and practices of Piaget and	reflective journals how the					
			Montessorias practiced in	philosophies and practices of					
		schools, will positively Piaget and Montessori will							
		influence their classroom positively influence their							
			practices as developing	classroom practices as					
			teachers.	developing teachers.					
		Closure:	Question & Answer	Question & Answer					
		10min	Ask student teachers to share	Student teachers share with the					
			their key takeaways from the	class their key takeaways from					
			lesson.	the lesson.					
			Answer questions student	Student teachers ask any					
			teachers may have to clarify	questions they may have for					
			and summarize the lesson.	clarification.					
Lesson assessments –	Component 1: CO	OURSEWORK							
evaluation of learning:	Summary of Asse	essment Meth	od:						
of, for and as learning	Assessment of, fo	or and as learn	ing: Students' reflective notes or	n the philosophies and practices of					
within the	Piaget and Monte								
lesson(linked to	Assesses Learnin	g Outcomes:	Course learning outcomes 2 and	3					
learning outcomes)									
Teaching Learning	Mobile phon	nes							
Resources	 Laptops 								
	 Projector 								
Required Text (core)	Kwamina-Poh &	McWilliam. (1	975). Development of education	in Ghana; Accra, Macmillan					
	Otami, P.S. (2017	7). Historical fo	undation in Early Grade educatio	n. Accra: Emmppong Press;					
	Publications								
Additional Reading List			to early childhood education;						
	Pearson	Inc.							
		-	equality and education. New York						
CPD Needs	Seminar for tut	ors on linking	g the educational Implications	and contributions of Piaget and					
	Montessori to re	al early grade	classroom practices						

Year of B.Ed. 2	Semeste	r 1	Place	e of lesson	in sem	nester	123	4567 8 93	10 11 12		
Title of Lesson	Philosophie	es and Practi	ces of Cho	omsky and	Vygot	sky	Less	on Duration	3		
Lesson description	years' educ	This lesson introduces student teachers to two of the key educationist in the development of early years' education; Chomsky and Vygotsky. Student teachers will explore the philosophies and practices of these educationist and their educational contributions and implications for early grade education									
Previousstudentteacherknowledge,priorlearning(assumed)Possible barriers tolearning in the lesson	educationis two others Similarities educationis	Student teachers have been introduced to the philosophies, practices and contributions of some educationist already. Students can draw on that previous learning to identify similarities with the two others to be introduced in this lesson. Similarities and differences in the philosophies, practices and contributions of different educationist although is relevant for this lesson, can also pose barriers to learning if not carefully									
	about "wh highlighting previous or	presented, as prior learning may interfere with new learning. Students may begin to be confused about "who" to attribute "what" to. The lesson will be presented in a very interactive manner, highlighting similarities not only between the two persons being discussed in this lesson but also previous ones where possible.									
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity	Work- Based Leaning	Sem	inars	rs Independe Study		e-learning opportunities	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Independe Seminar: G	:e: Discussio nt study: Ind roup presen opportunity	dividual re tations			-	-	formation online	2		
Learning Outcome for the lesson,	Learning O	utcomes		Learning	Indicat	tors		Core skills/ cro	ss-cutting issues		
picked and developed from the course specification	understand principles a	te knowledg ling of the and practices nd Vygotsky		Identify principles Chomsky	and	practio		cutting skills tar communication	Core, transferable and cross cutting skills targeted include communication, critical thinking, collaboration,		
Learning indicators for each learning outcome	Demonstra the educa and contr Chomsky	te apprecia itional impl ibutions m	ation for Apply the principles and plications practices of Chomsky and nade by Vygotsky in their early grade Vygotsky teaching.					observation enquiry skills, digital literacy and inclusion.			

Topic: History and Nature of Early	Sub topic	Stage/time		o achieve learning outcomes: node selected. Teacher led,
Grade Education			collaborative group wor	k or independent study
			Teacher Activity	Student Activity
		Introduction	Discussion	Discussion
		: 10min	Using the verbal basketball technique [one person answers a question and 'throws' the question to another person across the room], ask student teachers	A student teacher shares what he/she learnt from the previous lesson on the philosophies and practices of Piaget and Montessori.
			to share what they learnt from the previous lesson	After sharing, the student 'throws' the question to another person. This continues until a number of students have had a turn.
	Philosophies	Stage 1:	Group Work	Group Work& E-learning
	and Practices of Chomsky	70min	Divide class into 2 groups and assign one group Chomsky and	In smaller groups of 5, student teachers read about
	and Vygotsky		the other Vygotsky. Ask each group to further divide into	the life, principles and practices of the person assigned to their group from
			smaller groups of 5 to read about the life, principles and practices of the person assigned to their	online and the relevant pages of the core reading
			group.	text.
			Guide student teachers to present what they read and	Student teachers do poster presentations on what they
			emphasize the principles and	read for whole class
			practices of Chomsky and Vygotsky by way of summary	discussion.
		Stage 2:	Discussion & Individual	Discussion & Individual
		40min	Reflection	Reflection
			Display 2 posters, labelled	Student teachers reflect on
			differences and similarities. Ask student teachers to reflect on the	the principles and practices of Chomsky and Vygotsky to
			principles and practices of	identify the similarities and
			Chomsky and Vygotskyand write	differences between them.
			on sticky notes the similarities	Students write the
			and differences between them. Invite 2 volunteers, one to read	similarities and differences on sticky notes and paste
			out the points on the differences	them on the appropriate poster displayed
			poster and the other to read out	
			from the similarities poster	Student teachers share the
			Guide students to identify similarities with other	similarities with other educationists discussed in
			educationists discussed in previous lessons	previous lessons
	Educational Implications	Stage 3: 50min	Discussion & Individual Reflection	Discussion & Individual Reflection
	and Contributions		Ask student teachers to reflect on the philosophies and practices of	Student teachers reflect on the philosophies and
			Chomsky and Vygotsky to identify their educational implications	practices of Chomsky and Vygotsky to identify their
			and share with a partner.	educational implications. Student teachers pair up to
			Facilitate a whole class discussion	share their reflections with a
			on the educational implications and contributions of Chomsky	partner.
			and Vygotsky.	Student teachers engage in

		During CTC and student too show	a whole class discussion of				
		During STS, ask student teachers	a whole class discussion on				
		to work with small groups of	the educational implications				
		learners to put into practice the	and contributions of				
		philosophies and practices of	Chomsky and Vygotsky.				
		Chomsky and Vygotsky. Ask student teachers to record in	During CTC student too shore				
			During STS, student teachers				
		their reflective journals how the philosophies and practices of	work with small groups of learners to put into practice				
		Chomsky and Vygotsky as	the philosophies and				
		practiced in schools, will	practices of Chomsky and				
		positively influence their	Vygotsky.				
		classroom practices as	vygotsky.				
		developing teachers.	Student teachers reflect on				
			their practice and record in				
			their reflective journals how				
			the philosophies and				
			practices of Chomsky and				
			Vygotsky will positively				
			influence their classroom				
			practices as developing				
	teachers.						
	Closure:	Question & Answer	Question & Answer				
	10min	Ask student teachers to share	Student teachers share with				
		their key takeaways from the	the class their key				
		lesson.	takeaways from the lesson.				
		Answer questions student	Student teachers ask any				
		teachers may have to clarify and	questions they may have for				
		summarize the lesson.	clarification.				
	1: COURSEWORK Assessment Met						
		irning: Students' reflective notes on the	o philosophios and practicos				
the lesson(linked to of Chomsky a	•	inning. Students reflective notes on th	le philosophies and practices				
		: Course learning outcomes 2 and 3					
Teaching Learning Mobile phon	-						
Resources Laptops							
Projector							
Required Text (core) Kwamina-Po	h & McWilliam.	(1975). Development of education in	Ghana; Accra, Macmillan				
	2017). Historical	foundation in Early Grade education.	Accra: Emmppong Press;				
Publications							
Additional Reading List Brewer, J. (20	07). Introductic	on to early childhood education;					
	rson Inc.						
		s, equality and education. New York, F	Routledge publications				
		g the educational Implications and o					
	tutors on minun						

Year of B.Ed.	2	Semester	1	Place of l	esson in semest	er 12	234	5678 9 10	11 12		
Title of Lesson		Developmen	t of Early Gr	ade Educat	tion	Le	sson D	uration			
Lesson description	1	Ghana. Stude	ent teachers	uces student teachers to how early grade education has evolved and developed in achers will explore some specific interventions and policies introduced with the quitable access to quality early grade education in Ghana.							
teacher know prior learning (ass		Student teac	Student teachersare aware of FCUBE for basic schools (including early grade) in Ghana.								
Possible barriers to learning in the less	-	Society frow	n on people	with specia	l needs						
Lesson Delivery – chosen to support students in achiev the outcomes		Face-to- face	Practical Activity	Work- Based Leaning	g Seminars Independent Study		ndent	e-learning opportunities	Practicum		
Lesson Delivery – mode of delivery of to support so teachers in ach the learning outco	chosen tudent nieving	delivery and Practical Act misconceptio Seminars: A teacher. Independent	 Face-to-face: Tutor/Lecturer will meet student teachers face-to-face in the lecture hall for lesson delivery and discussions. discussions, group work, pair work, hands-on activity and presentation Practical Activity: Student teachers in small groups will share ideas on barriers, biases and misconceptions observed during their first year school observation. Seminars: A talk on the importance of early grade education and the role of the early grade teacher. Independent study: Student teachers will independently read course manuals and prepare note e-learning opportunities: PowerPoint presentations, audio-visuals and video clips and also use 								
Learning Outc		Learning Out		0008100011	Learning Indic	ators	Core	skills/ cross-cut	ting issues		
for the lesson, picked and developed fro course specifi Learning indic for each learn outcome	om the cation ators	1.Develop knowledge and Explain how early Core, transferable and cro awareness of the development of early grade education in Ghana. grade education has skills targeted include communication, critical th collaboration, observation skills, digital literacy anding						e cal thinking, ration enquiry			
		2.Demonstra appreciation interventions grade educat	of go s to supp	overnment	2.1 Discuss government interventions support of ear education						
Торіс		Sub topic	Stage/ti	me	Teaching		•	achieve learnin ode selected. Te	•		
						-		k or independen	t study		
				Теа	cher Activity				dent Activity		
Development of Ea Grade Education	arly		Introduc : 10 mins	s Dise Tute teac less	n Discussion Tutor/Lecturer leads stud teachers to revise previou lessons by asking for key learnt			Discussion Student teachers share some of the key things they learnt from the previous lesson, emphasizing the implications of the principles and theories for classroom practice.			
		Early grade education in Ghana	Stage 1: mins	Tute on t grad Tute on t to t	E-learning & Discussion Tutor/Lecturer shows a video clip on the development of early grade education in Ghana. Tutor/Lecturer leads discussions on the video clip, asks students to talk about their observations and feelings.			E-learning & Di Student teache clip on the deve early grade edu Ghana. Student teache their observatio video.	scussion rs watch video elopment of cation in rs talk about		

	Government intervention and Policies in early grade education (e.g. fCUBE, 2012 KG Operational Plan, ECE policy)	Stage 2: 40 mins	Discussion Tutor/Lecturer puts student teachers into groups and assign each group an intervention or policy to read about and discuss in their groups. Ask student teachers to make note of key points for gallery walk.	Group work & E-learning In groups, student teachers read (from online sources and/or reading text) about the intervention or policy assigned to their group and discuss among themselves. Student teachers write down key points from their readings and discussions for gallery walk.			
		Stage 3: 80 mins	Discussion Ask student teachers to display key points from their readings and discussion for gallery walk. Lead student teachers to discuss each intervention and policy in turn.	Gallery walk& Discussion Student teachers display key points from their readings for gallery walk. In groups, student teachers go round and read about the interventions and/or policies from other groups. Student teachers engage in whole class discussions about each intervention and policy by sharing their findings from the gallery walk.			
		Conclusion : 10 mins	Independent Reflection Tutor/Lecturer ask students to individually prepare short notes on the lesson for their portfolio.	Independent Reflection Student teachers prepare individual notes on salient points from the lesson for			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Teaching Learning Resources	Component 1: Coursework Summary of assessment method:Assessment for and as learning (Notes on the ECE interventions and policies for portfolio) Core skills targeted are reflection, inquiry skills and digital skills Assesses learning outcomes: Course learning outcome 4 and 5 PowerPoint Projector Laptop Open Educational Resources, such as Google scholar						
Required Text (core)	Kwamina-Poh &	& McWilliam. (1	1975). Development of education in o				
Additional Reading List	Brewer, J. (200 Pearso	on Inc.	to early childhood education; equality and education. New York, F	Routledge publications			
CPD Needs	Seminar for tut	ors on portfolio	building				

Year of B.Ed.	2	Semester	1	Place of l	esson	ı in semester	12345	6789	10	11 12	
Title of Lesson		The Early Grad	le Teach	ier			Lesson Durati	ion			
Lesson description		grade teacher.	This is a	aimed at tr	ainin	ners to the qualities, roles and responsibilities of an early ng early grade teachers who are loving, caring, and of the early grade learner.					
Previous student knowledge, prior (assumed)				e teachers,	theii	r roles and					
Possible barriers to in the lesson	learning	Some unqualif	ied and	non-profes	siona	al early grade	teachers pract	ising at ear	ly grad	de level.	
Lesson Delivery – c support students in achieving the outco	n	Face-to-face	Practic Activit		d		Independent Study	e-learnin opportur	-	Practicum	
Lesson Delivery mode of delivery c support student te achieving the outcomes.	hosen to	 lesson del presentati Practical A responsibi Seminars: Independe prepare ne e-learning 	 responsibilities of early grade teachers observed during their first year school observatio Seminars: A talk on the qualities, role and responsibilities of the early grade teacher. Independent study: Student teachers will independently read course manuals and prepare notes. e-learning opportunities: PowerPoint presentations, audio-visuals and video clips. 								
Learning Outco the lesson, picl developed fror	ked and	Learning Outco				Learning In	Core skills/ cross-cutting issues				
course specific • Learning indica each learning o	tors for	Develop critica skills of an ea qualities and re	rly grad oles.	e teacher,	-	exhibit analyti debatin qualitie early g teache Studen brainst discuss roles o grade t	r t teachers corm and ; in pairs the f an early ceacher	cutting skil include cor critical thir collaborati enquiry ski and inclusi	Is targ mmun iking, on, ok ills, dig on.	ication, oservation gital literacy	
		Sub topic	Sta	ge/time		outco select	ing and learnin mes: dependir ed. Teacher le lependent stuc	ng on delive d, collabora	ery mo	ode	
						acher Activity				tudent tivity	
		Introduction	Sta 10r	ge 1: nin	Tut pre mis tea	cussion cor/lecturer le evious lesson sconceptions ichers through swers	d respon questio d tutor/l previor	nt tead nd to t ons as ecture us less nceptio	he ked by the er to revise son on ons of early		

	Qualities of an early grade teacher Roles of an early grade teacher	Stage 2: 50min Stage 3: 50min	Discussion & Presentation Tutor/lecturer leads discussions on qualities of an early grade teacher. Tutor/lecturer puts student teachers into groups to list 5 qualities of an early grade teacher Tutor/lecturer asks student teachers to do group presentation on qualities of an early grade teachers Discussion & Presentation Tutor/lecturer leads discussions on roles of an early grade teacher. Tutor/lecturer puts student teachers into groups to list	Brainstorming & Group Presentation Student teachers brainstorm and discuss qualities of an early grade teacher In groups, student teachers list 5 qualities of an early grade teacher Student teachers do presentation to the class on the qualities of an early grade teacher Brainstorming & Group Presentation Student teachers brainstorm and discuss role of an early grade teacher
	Responsibilities of an early grade teacher	Stage 4: 50min	teachers into groups to list Sroles of an early grade teacher Tutor/lecturer asks student teachers to do oral presentation on roles of an early grade teachers Brainstorming & Discussion Tutor/lecturer organizes the class in groups to brainstorm and discuss the responsibilities of an early grade teacher in terms of: a) Caring b) Scaffolding c) Nurturing	teacher In groups, student teachers list 5roles of an early grade teacher Student teachers do an oral presentation to the class on the roles of an early grade teacher Brainstorming & Discussion Student teachers work in groups and write short notes using e- learning resources on the responsibilities of an early grade teacher in terms of: a) Caring b) Scaffolding c) Nurturing
	Closure	Stage 5: 20min	 Discussion Tutor/lecturer leads students to briefly summarize: The qualities of an early grade teacher Roles and Responsibilities of an early grade teacher 	 Discussion Student teachers individually summarize the following in their note books: The qualities of an early grade teacher Roles and Responsibilities of an early grade teacher
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	resources amasse throughout the co up-dated persona	sment method: nd as learning (F d during the co purse: presentat l teaching philo and three targe	Peer Review / Tutor assessment of p vurse. The portfolio should includeall tions, TLMs, reflections, example pl sophy for teaching early grade, a lis ets for developing their skills, knowle	the items added ans for lessons and an t of key lessons learned

	Core skills targeted are self-reflection, teamwork/collaboration, inquiry skills and digital skills. Weighting: 30% Assesses learning outcomes: course learning outcome 1 – 7
Teaching Learning Resources	PowerPointProjector
	 Video clips Smart phones
	 Laptops TV and Radio
	Open educational resources (online educational resources)
Required Text (core)	Rodd, J. (2012). <i>Leadership in early childhood</i> . McGraw-Hill Education (UK).
Additional Reading List	Cartwright, S. (1999). What Makes Good Early Childhood Teachers?. <i>Young Children</i> , <i>54</i> (4), 4- 7. Langford, R. (2007). Who is a good early childhood educator? A critical study of differences within a universal professional identity in early childhood education preparation programs. <i>Journal of Early Childhood Teacher Education</i> , <i>28</i> (4), 333-352.
CPD Needs	Seminar on addressing qualities, roles and responsibilities of an early grade teacher

Year of B.Ed. 2	Semester	1 PI	ace	of lesson in semeste	er 12	2 3 4 5	678910	11 12			
Title of Lesson	Career Opport	Career Opportunities in Early Grade Education Lesson Duration 3 hrs									
Lesson description Previous student teacher knowledge, prior learning	This lesson exposes student teachers to different career opportunities that exist in the field of early years' education. The unique profession of being a specialist early years educatorat different lev is emphasized. The lesson will also introduce student teachers to other opportunities they can ta advantage of in future. Student teachers discussed the qualities of an early grade teacher in the previous lesson.										
(assumed) Possible barriers to learning in the lesson		ers may come ir n in early grade		he lesson with the n ses forever.	nisconce	ption ar	n early grade tr	ained teacher			
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Wo Bas	ork- Seminars sed aning	Indepei Study	ndent	e-learning opportunities	Practicum			
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Seminar: Grou	tudy: Individual p presentations		ections and reading a bile phones and sear	-		nation online				
Learning Outcome for the lesson,	Learning Outco	omes		Learning Indicators	s	Core s	kills/ Cross-cut	ls/ Cross-cutting issues			
 picked and developed from the course specification Learning indicators for each learning outcome 		Demonstrate personal interest and goals in career path in EGE educator as long career 2. Identify diff career oppo in the field					skills targeted ir tion, communic ng, collaboratic vation, enquiry I literacy	ation, critical			
Торіс:	Sub topic	Stage/time		depending	on deliv	ery mod	chieve learning le selected. Tea r independent	icher led,			
			Te	eacher Activity			S	tudent tivity			
Career Opportunities in Early Grade Education		Introduction: 20 min	As qu di As fe th	scussion sk student teachers Jalities of an early g scussed in the previo sk student teach edback from schoo ese qualities are de achers in the school	rade tea ous lesso ers to ol visit c emonstra	cher as on. share on how ated by	Discussion Student teac the qualities grade teache previous less whole class. Student teac individually c take turns to feedback fro teachers in th	hers share of an early r from the on with the hers or in pairs share their m how he schools lemonstrated of an early			

	arly Grade	Stage	Discussion & E-learning	Reflection, Discussion & E-
	Educator as	1:80 min	Ask student teachers to reflect on	learning
	life-long	2100	their reasons for applying for the	Student teachers reflect on
	areer		early grade education	their reasons for applying for
			programme.	the programme and share for class discussion
			Guide student teachers to discuss	
			their reasons, highlighting that	Student teachers watch a
			the programme is intended to	YouTube video on becoming
			train them to become	an early grade teacher and
			teachers/educators for early	take note for discussion
			years' classrooms.	
				Student teachers work in
			Show a YouTube video on	groups of 3 to brainstorm the
			becoming an early grade teacher	value of an early grade
			to inspire student teachers. Ask	teacher by thinking about the
			student teachers to brainstorm in	critical role the early grade
			groups of 3 the value of an early	teacher plays.
			grade teacher by thinking about	
			the critical role the early grade	One student teacher takes
			teacher plays.	feedback and leads a whole class discussion onthe value of
			Ask one student teacher to take	being an early grade teacher.
			feedback from the above activity	The rest of the students
			and facilitate a class discussion	contribute the ideas from
			on the value of being an early	their group work.
			grade teacher. Put student teachers into small	In small groups student
				In small groups, student
			groups to design posters to use in campaigns to sensitize and	teachers design posters to use in campaigns to sensitize and
			recruit potential early grade	recruit potential early grade
			students in first year.	students in first year. These
			····· , ····	campaigns could include Talk,
				Health Walk etc.
		Stage 2:	Seminar	Seminar
		40 min	Invite an early grade	Student teachers listen to
			professional(s) to talk about	early grade professional(s)
			career path in early years'	and take note of key points,
			education, emphasizing how one	especially the further
			can progress from being an early	education they need to take
			grade teacher at the basic school	in future for their career progression.
			level to becoming an early years' educator in an institution of	progression.
			higher learning.	Student teachers ask
			If more than one early grade	questions to the panel about
			professional is invited, a panel	career path in early years'
			could be formed where student	educations, and any other
			teachers could ask questions to	questions relevant to the
		_	the panel.	topic.
	Other	Stage 3:	E-learning & Discussion	E-learning & Discussion
	areers in	30 min	Ask student teachers to surf the	Student teachers use their
	he field of		internet to read about career	phones, tablets, laptops and other devices available to surf
	arly Grade		opportunities in the field of early year's education.	the internet for career
			year s education.	opportunities in the field of
			Ask student teachers to present	early grade.
			the information they found from	, , , , , , , , , , , , , , , , , , , ,
			the net and summarize by	Studentteachers engage in
			indicate other career	class discussion by presenting
			opportunities including working	the information found from
			as ECE coordinators at different	

			1
		levels within GES and other	
		government agencies,	
		consultants and work with	
		national and international	
		development organisations.	
	Conclusio	Discussion	Discussion
	n: 10min	Recap the lesson by asking	Student teachers take turns to
		student teachers to share one	mention one thing they have
		thing they have taking out of the	learnt from the day's lesson.
		day's lesson.	Student teachers ask
		Answer questions student	questions they may have for
		teachers may have for	clarification.
		clarification	
			Assignment
		Assignment	In groups, student teachers
		Put student teachers in groups to	read about challenges in early
		read about challenges in early	grade education and prepare
		grade education and prepare a	a PowerPoint presentation for
		PowerPoint presentation for the	the next lesson.
		next lesson.	
Lesson assessments –	Component 2: COURSEW	ORK	
evaluation of learning: of,	Summary of Assessment		
for and as learning within		learning: Participation in brainstorm	ing and class discussion on the
the lesson(linked to	value of being an early gra		
learning outcomes)	Assesses Learning Outcom	nes: Course learning outcomes 6 and	d 7
Teaching Learning	 Mobile phones 		
Resources	 Laptops 		
	 Projector 		
	Youtube video on bec	coming an early years teacher:	
		e.com/watch?v=N4JVsQetOPA	
Required Text (core)	Kwamina-Poh & McWilliar	m. (1975). Development of educatior	n <i>in Ghana</i> ; Accra, Macmillan
		cal foundation in Early Grade educati	ion. Accra: Emmppong Press;
	Publications		
Additional Reading List		ction to early childhood education;	
	Pearson Inc.		
		hts, equality and education. New Yo	rk, Routledge publications
CPD Needs	A lecture for tutors on car	eer path in early grade education	
	1		

Year of B.Ed.	2		Semest	er	1	Place	e of lesson ir	n semester	12	345678	9 10	11 12
												I
Title of Lesson		Challe										3 hours
Lesson description	n	grade	This final lesson under the Nature of Early Grade Education identifies and discusses challenges in early grade education. This is aimed at exposing student teachers to challenges they might encounter in their field and ways they might overcome or adapt to these challenges.									
Previous student			tudent teachers have visited a number of schools in the course of the semester and have identified									
teacher knowledg	ge,	some	some challenges being faced in the early grade schools/classes they visited.									
prior learning (assumed)												
Possible barriers t	to											
learning in the												
lesson					_							
Lesson Delivery –		Face-	to-	Practical		ork-	Seminars	Independ		e-learning	Pract	ticum
chosen to support	t	face		Activity	Bas			Study	0	opportunities		
students in achieving the					Lea	ining						
outcomes												
Lesson Delivery –				Discussion								
main mode of		-		-			tions and re	ading assig	nment			
delivery chosen to	D			up present					<i>.</i> .	с		
support student teachers in		e-lear	rning op	portunity:	Use o	t mobi	le phones ar	id searchin	g for in	formation online	2	
achieving the												
learning outcome	s.											
Learning		Learn	ing Outo	comes		Learn	ing Indicato	rs	Core	skills/ Cross-cutt	ing iss	ues
Outcome for the lesson,		Overc	come pot	tential		State challenges Core, tr				transferable and cross cutting skills		
picked and		challe	enges in t	their pract	ices	5				eted include communication, critical		
developed						-	rade educat			ng, collaboration		
from the							iscuss innov		enqui	ry skills, digital li	teracy	and inclusion.
course							vays to over- hallenges fa					
specificationLearning							ractice as ea					
indicators for							eachers.	, 0				
each learning												
outcome	-											
Торіс		Sub to	opic	Stage/tir	ne					achieve learning		
								-		ode selected. Te or independent		
					-	Teach	er Activity	iative giot			ent Act	
Challengos in Earl	v			Introduct	tion	Discu				Discussion		•
Challenges in Earl Grade Education	У			15min			way of re	vision. dis		Student teacher	's writ	te on stickv
							rs in the		-	notes to display		
						"Early	Grade Edu	cator as a l	ife- d	directly unto pos	ter wh	at they learnt
					long Career" [If possible, display in the previous lesson on the						•	
						these before student teachers Grade Educator as a life-long caree enter the class]. Ask student teachers to write on the posters						
						or write on sticky notes and Selected student teachers read						ers read some
							y on the			of the points on	-	
							learnt from		ious N	whole class for b	rief dis	cussions.
							ns about the	-	hers			
							and a new stu ad some of					
						10 10		the points				

·				· · · · · · · · · · · · · · · · · · ·
			the posters to the class and	
	Challenges confronting Early Grade Education	Stage 1: 90 min	allow brief discussions.GroupPresentationDiscussionInvite student teachers in their groups to do PowerPoint presentations on the challenges in early grade education as assigned to them at the end of the previous lesson.At the end of each presentation, invite comments and questions from other groups. [Remember to give feedback to student teachers on 	Group Presentation & Discussion In groups, student teachers do a PowerPoint presentation on the challenges in early grade education. Members of the group take turns to present different sections of the presentation. After each presentation, other groups of student teachers comment on the presentation and ask questions to the presenters for clarification. Student teachers note down and discuss any additional challenges shared by the tutor/lecturer.
	Queroming	Store 2: 60	referencing information obtained from different sources etc] After all the presentations, summarize by highlighting the key challenges put forward and share with student teachers any additional key challenges confronting early years' education. This may include socio-economic factors, inadequate teaching and learning resources, financial constraint to deliver effective ECE, high teacher-pupil ratio and language issues among others.	Projectorming & Discussion
	Overcoming challenges in Early Grade Education	Stage 2: 60 min	Brainstorming & Discussion Put student teachers in groups of 3 to brainstorm ways of overcoming or adapting to the challenges identified. After some minutes, ask each group to join another group to share their ideas and consolidate them to present to the class	adapting to the challenges identified. Using examples from school visits Each group of 3 join another group to share their ideas and consolidate them into major points ready for sharing with the class
			Ask the groups to share their ideas with the whole class for discussion to identify ways of overcoming or adapting to the challenges identified. During STS, ask student teachers to put into practice some of the ideas discussed to overcome or adapt to the challenges they will face in the early grade classrooms.	Groups orally present their ideas with the whole class for discussion to identify ways of overcoming or adapting to the challenges identified. During STS, student teachers identify further challenges in the early grade classrooms they visit and put into practice some of the ideas discussed for overcoming or adapting to those challenges.

			Ask student teachers to record	Student teachers record the key
			in their journals the key	challenges identified and suggested
			challenges identified and	solutions for these challenges in
			suggested solutions for dealing	their individual journals for
			with these challenges	reference.
		Conclusion:	Discussion	Discussion
		15 min	Recap the lesson by asking	Student teachers share from their
			student teachers to share the	journals the key challenges and
			key challenges and suggested	suggested solutions discussed in the
			solutions they have recorded in	lesson.
			their journals.	Go through the course learning
			Take student teachers through	outcomes to check that all outcomes
			the learning outcomes of the	have been met.
			whole course to check that all	
			the outcomes have been met	Student teachers ask questions they
			through the delivery of the	may have for clarification
			various lessons. Recap any	
			areas where needed.	To Do Before Next Course
				Student teachers read about Child
			Invite and answer questions	Growth and Development from the
			student teachers may have.	core reading text for and online
				sources in preparation for the next
			To Do Before Next Course	course.
			Ask student teachers to read	
			the core text for Child Growth	
			and Development and from	
			online sources in preparation	
			for the next course.	
Lesson assessments	Component 2: COURSEWORK			
– evaluation of	Summary of Assessment Method:			
learning: of, for and	Assessment of, for and as learning: Student reflective journals containing suggested solutions for			
as learning within	overcoming/adapting to challenges identified. (Core skills targeted are reflection, critical thinking, inquiry skills and digital skills).			
the lesson(linked to	Assesses Learning Outcomes: Course learning outcomes 8			
learning outcomes) Teaching Learning	Mobile phones			
Resources				
nesources	Laptops Projector			
Required Text	Kwamina-Poh & McWilliam. (1975). Development of education in Ghana; Accra, Macmillan			
(core)	געמווווומ-2011 מ ואוגעאווומווו. (1975). <i>Development of education in Ghana</i> , Accra, Macmillan			
	Otami, P.S. (2017). Historical foundation in Early Grade education. Accra: Emmppong Press;			
	Publications			
Additional Reading	Brewer, J. (2007). Introduction to early childhood education;			
List	Pearson Inc.			
	Cole, M. (2006). Human rights, equality and education. New York, Routledge publications			
CPD Needs	Workshop for tutors on helping student teachers overcome/adapt to challenges in early grade			
	education			

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