

**YEAR 2**

**SEMESTER 1**

# **Four-Year B.Ed. Course Manual**

## **Peda. Nature of Early Grade Education**





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Transforming Teaching, Education & Learning



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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.

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

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

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# INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

## USING THIS MANUAL

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

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

My teaching philosophy is .....

In view of this philosophy, I will facilitate this course by/through .....

## 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 Details

Course name	Nature of Early Grade Education			
Pre-requisite				
Course Level	200	Course Code	Credit Value	3

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

Course Content			
Unit	Topic	Sub-topic if any)	Teaching and learning activity to achieve the learning outcomes
UNIT (1)	Topic 1 Historical foundations of EGE	*Concept of early grade education [Definitional issues, scope of EGE, relevance and policies (EGE and child's right issues)]	<ul style="list-style-type: none"> <li>• Talk for learning</li> <li>• Reflection on personal views</li> <li>• Debate on the relevance of early grade education</li> <li>• Presentation (individual/group) on concept of EGE</li> </ul>
	2. History and nature of early grade education including inclusive education	*Philosophies, Principles & Practices of the founders: (Froebel, Dewey, Piaget, Montessori, Elizabeth Peabody, Alcott Hault, Rousseau and Pestalozzi)	<ul style="list-style-type: none"> <li>• Discussions on the principles and practices of founders` in EGE</li> <li>• Power point presentation (individual/group) on concept of EGE</li> <li>• Reflection on themselves as individuals and the kind of teachers they want to be</li> <li>• Do a project on historical foundations in EGE</li> </ul>
	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)	<ul style="list-style-type: none"> <li>• Discuss the development of EGE education</li> <li>• Power point presentations (groups/individual) on activities of the missionaries in Ghana</li> <li>• Group discussions on government interventions to support EGE</li> </ul>
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	<ul style="list-style-type: none"> <li>• Student- teachers reflect on their own beliefs, values and perceptions of EGE</li> <li>• Student teachers observe the attitudes of early grade teachers and their implications for practice</li> <li>• Student teachers disabuse the misconception through debate</li> </ul> <p>Group discussions to disabuse misconceptions about EGE and inclusive education</p>
		*Qualities of early grade teachers	<ul style="list-style-type: none"> <li>• Tutor facilities discussions to address the misconceptions identified</li> <li>• Brainstorm on the qualities and skills needed by early grade teachers</li> <li>• Video analysis of good practices of a male early grade teacher</li> <li>• Student teachers do power point or poster presentations on the implications for practice</li> </ul>
Unit 3	Career path in EGE	1. Identifying career opportunities in EGE Working with schools e.g. teaching, administrator, EGE coordinator.	<ul style="list-style-type: none"> <li>• Reflection on personal interest and goals</li> <li>• Documentations by student teachers on their personal interests and goals</li> <li>• Discussions on career opportunities</li> </ul>
Unit 4	Challenges in EGE	Potential challenges in EGE (Infrastructural, Inadequate TLMs, Lack of parental commitment, societal stereotype about early grade educators)	<ul style="list-style-type: none"> <li>• school observations to identify some challenges in EGE</li> <li>• Reflection on the challenges of early grade education</li> <li>• Discuss in pairs the challenges of EGE</li> </ul> <p>Power point presentation on ways to overcome challenges</p>

Teaching and Learning Strategies
<b>Course Assessment Components</b>
<p><b>Component 1: COURSEWORK</b>            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).</p> <p><b>Weighting:</b> 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</p>
<p><b>Component 2: COURSEWORK</b>            Summary of Assessment Method: Peer Review / Tutor assessment of portfolio of materials and resources amassed during the course</p> <p>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.</p> <p><b>Weighting:</b> 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.            2            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</p>

intended outcomes of their teaching.

Assessment

The Teacher:

k) Integrates a variety of assessment modes into teaching to support learning.

**Component 3: END OF SEMESTER ASSESSMENT**

Summary of assessment method: Assessment of learning on all units covered in the course

**Weighting: 40%**

Assesses CLO 1 - CLO 7

NTS

1a) Critically and collectively reflects to improve teaching and learning

2a) Has comprehensive knowledge of the official school curriculum, including learning outcomes.

2e) Understands how children develop and learn in diverse context and applies this in his or her teaching.

3f) Pays attention to all learners, especially girls and students with special educational needs, ensuring their progress.

3k) Integrates a variety of assessment modes into teaching to support learning.

**Required Reading and Reference List**

Core Texts:

- 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 list:

- Selected articles and online resources (Open, Sege publications, Francis & Taylor)
- Brewer, J. (2007). *Introduction to early childhood education*; Pearson 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, Volume 1, Number 2*,
- Nutbrown, C. & Clough, P. (2014). *Early childhood Education: History, Philosophy and Experience*. Sage Publications
- Otami, P.S. (2013). *Practices in early childhood education; A teacher's journey*. Accra: Emmppong Publication
- Wright, C., Weekes, C. and McGlaughlin, A. (2000). 'Race', class and gender in exclusion from school. New York, Falmer press
- Yelland, N. (2003). *Gender in early childhood*. New York, Routledge publications
- child development books (wip)
- FTTT Manuals (Sabre Education)
- T-tel Education manuals
- Universities and Colleges ECE modules/programmes
- 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: YouTube)
- Library
- Educational Resource centre (markers, pencils, crayons, cardboards, lego, abacus, geoboard)
- Ropes and threads

Course related professional development for tutors/ lecturers

# LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>Introductory Lesson</b>			<b>Lesson Duration</b>	<b>3 hours</b>		
<b>Lesson description</b>	This course introduces student teachers to the course manual, its importance and uses. It also exposes student teachers to the early grade education with developmentally appropriate practices that indicate that all children, including children with special educational needs learn through play oriented activities. Children learn by doing, thus, hands-on, activity based approaches, and children learn by exploring, discovering, experimenting and through creativity.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers visited some schools in the first semester to observe how teaching is done from kindergarten to lower primary level.						
<b>Possible barriers to learning in the lesson</b>	Student teachers might not be happy offering early grade programme due to stigmatisation from peers and society.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> Student teachers meet with their tutors/lecturers on daily basis <b>Practical Activity:</b> Hands-on, activity based activities are enhanced on daily basis <b>Seminars:</b> Regular seminar to present on specific assigned tasks <b>Independent Study:</b> Student teachers do independent study to build their portfolios and prepare notes on salient points daily <b>Practicum:</b> School visits will be done by student teachers to observe and practise teaching as well.						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes:</b>		<b>Learning Indicators:</b>		<b>Core skills/ cross-cutting issues</b>		
	Demonstrate knowledge and understanding of the early grade programme and its importance with regards to the course manual and its uses		<ul style="list-style-type: none"> <li>Identify and explain what course manuals are</li> <li>Indicate the need for course manuals</li> <li>Examine the usefulness of course manuals</li> </ul>		Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,		
<b>Topic:</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>		<b>Student Activity</b>		
<b>Introduction to Early Grade Education Course Manual</b>	Pre-Learning interactions	Introduction: 15min	<b>Discussion</b> 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 grade education.		<b>Discussion &amp; Pair Work</b> Student teachers walk round the room to find a partner who is wearing the same colour as them and chat to find out basic information (name, where they are from etc) about each partner and why they have chosen to study early grade education. Students should aim to find partners who are not already their friends.  Student teachers introduce their partners to the class and share their partner's reason(s)		

				for choosing early grade education.
Preparations for the use of the course manual	Stage 1: 30mins	<b>Discussion &amp; Brainstorming</b> 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.	<b>Discussion</b> 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 words)	
The need for a course manuals	Stage 2: 90 mins	<b>Brainstorming &amp; Discussion</b> 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.	<b>Brainstorming &amp; Discussion</b> 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 manuals	Stage 3: 35 mins	<b>Discussion</b> Tutor/Lecturer introduces the structure of the course manual and leads discussion on how the course manual is used.	<b>Discussion</b> 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	<b>Discussion</b> Tutor/Lecturer leads student teachers in discussion to summaries the importance of the course manuals in their portfolios  Ask student teachers to read about misconceptions and biases in early grade education to prepare for next lesson.	<b>Discussion</b> Student teachers individually summarise the importance of course manuals in their portfolios  Student teachers read about misconceptions and biases in early grade education from online and other sources to prepare for next lesson.	
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)</b>	<b>Component 1:</b> Coursework <b>Summary of assessment method:</b> Assessment for and as learning (Participation and contribution during the lesson). Core skills targeted are communication, teamwork/collaboration and inquiry skills. <b>Assesses learning outcomes:</b> course learning outcome 1			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Video clips</li> <li>• Smart phones</li> <li>• Laptops</li> </ul>			
<b>Required Text (core)</b>	Brewer, (2006). Introduction to early childhood education.			
<b>Additional Reading List</b>	Early childhood care and development preschool teacher training manual (2013). Continuous development			
<b>CPD Needs</b>	Seminar on the use of the course manual			

## LESSON 2

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Misconceptions and Biases in Early Grade education				Lesson Duration	3 hours
Lesson description	This lesson aims at identifying and addressing misconceptions and biases in early grade education. Student teachers' own misconceptions will be discussed and addressed in the lesson.					
Previous student teacher knowledge, prior learning (assumed)	Society stigmatizes teachers of early grade education. student teachers perceive the idea that lazy and academically weak teachers teach at early grade level					
Possible barriers to learning in the lesson	Student teachers may feel inferior for selecting early grade education course/programme. Friends and relatives may call them names.					
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p><b>Face-to-face:</b> 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 presentations</p> <p><b>Practical Activity:</b> Student teachers in small groups will share ideas on barriers, biases and misconceptions observed during their first year school observation.</p> <p><b>Seminars:</b> A talk on the importance of early grade education and the role of the early grade teacher.</p> <p><b>Independent study:</b> Student teachers will independently read course manuals and prepare notes.</p> <p><b>e-learning opportunities:</b> PowerPoint presentations, audio-visuals and video clips.</p> <p><b>Practicum:</b> Student teachers visit schools to observe and appreciate the role of the early grade teacher.</p>					
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Core skills/ cross-cutting issues</b>	
	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the misconceptions, biases and barriers in early grade education</li> </ul>		<ul style="list-style-type: none"> <li>Identify and explain misconceptions of early grade education</li> <li>Discuss and share the Core skills targeted include communication, critical thinking, collaboration, observation, field work, ICT and inquiry skills barriers of early grade education</li> <li>Identify the biases on placement of early grade teachers</li> </ul>		Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,	
<b>Topic:</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>			
			<b>Teacher Activity</b>		<b>Student Activity</b>	
Misconceptions and biases in early grade education		Introduction:10min	<b>Discussion</b> Tutor/lecturer guides the student teachers to review the previous lesson on the use and importance of the course manual.		<b>Discussion</b> Student teachers review their knowledge from previous lesson by sharing the use and importance of the course manual.	
	Identify misconceptions and biases in early grade education	Stage 1: 60min	<b>Brainstorming &amp; Discussion</b> Tutor/Lecture guides student teachers to brainstorm and discuss misconceptions and biases in early grade education using probing and leading questions.		<b>Brainstorming &amp; Discussion</b> Reflect on own views of what early grade education is about to identify possible misconceptions and biases. Brainstorm and discuss in groups misconceptions and biases in early grade education.	
	Barriers in early grade education	Stage 3: 90min	<b>Group Work</b> Tutor /lecturer groups student teachers and assigns each		<b>Group Work</b> Each group brainstorms, discusses and lists 5 points on each of the	

			group to use PowerPoint to present on misconceptions, biases and barriers in early grade education Tutor/lecturer puts students in groups to identify effective ways each of the barriers can be addressed	three (misconceptions, biases and barriers) using PowerPoint presentation In groups, student teachers discuss different ways to address each of the barriers
	Conclusion	Stage 4: 20min	<b>Question and Answer</b> Tutor/lecturer employs questions and answers techniques to recap salient points and close the lesson Student teachers are given the opportunity to ask questions for clarifications based on the topic	<b>Question and Answer</b> Student teachers answer questions asked by the tutor/lecturer on misconceptions, biases and barriers in early grade education Student teachers also ask questions for clarifications on misconceptions, biases and barriers in early grade education
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	Component 1: Coursework Summary of assessment method: Assessment for and as learning (group presentation on misconceptions, biases and barriers in early grade education). Core skills targeted are communication, teamwork/collaboration, inquiry skills and digital skills. Assesses learning outcomes: Course learning outcome 1			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Projector</li> <li>• Video clips</li> <li>• Smart phones</li> <li>• Laptops</li> <li>• Open educational resources (online educational resources)</li> </ul>			
<b>Required Text (core)</b>	Wolery, M., Huffman, K., Holcombe, A., Martin, C. G., Brookfield, J., Schroeder, C., & Venn, M. L. (1994). Preschool mainstreaming: Perceptions of barriers and benefits by faculty in general early childhood education. <i>Teacher Education and Special Education, 17</i> (1), 1-9.			
<b>Additional Reading List</b>	Araujo, L., & Strasser, J. (2003). Confronting prejudice in the early childhood classroom. <i>Kappa Delta Pi Record, 39</i> (4), 178-182. Salamon, A. (2011). How the Early Years Learning Framework can help shift pervasive beliefs of the social and emotional capabilities of infants and toddlers. <i>Contemporary Issues in Early Childhood, 12</i> (1), 4-10. Purdue, K. (2009). Barriers to and facilitators of inclusion for children with disabilities in early childhood education. <i>Contemporary Issues in Early Childhood, 10</i> (2), 133-143.			
<b>CPD Needs</b>	Seminar on addressing misconceptions, biases and barriers in early grade education			

## LESSON 3

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 <b>3</b> 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	The Concept of Early Grade Education				<b>Lesson Duration</b>	3 hours
<b>Lesson description</b>	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.					
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have experience of their own early school days Students teachers have discussed some misconceptions about early grade education in the previous lesson					
<b>Possible barriers to learning in the lesson</b>	There is lack of clarity among several people about the age bracket for early grade education					
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities Practicum
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-To-Face:</b> Pyramid discussions and brainstorming <b>Independent Learning:</b> Individually searching for definitions and reading for the next lesson <b>E-learning opportunities:</b> Use of mobile phones and laptops <b>Seminars:</b> Group presentations					
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Core skills/ cross-cutting issues</b>	
	Demonstrate an understanding of the concept and scope of early grade education		Explain the concepts and relevance of early grade education		Core skills targeted include communication, critical thinking, collaboration, enquiry skills and Digital literacy. These can be developed during whole class discussions and group work. Mixed groupings will be used and groups will discuss the relevance of early grade education that is inclusive to ensure that inclusivity issues are taken into account.	
Demonstrate an awareness of the relevance of early grade education		State at least three relevance of early grade education				
<b>Topic:</b> Concept of Early Grade Education	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>			
			<b>Teacher Activity</b>	<b>Student Activity</b>		
		Introduction: 10min	<b>Pair Work</b> Ask student teachers to work in pairs to write down what they think early grade education is	<b>Pair Work</b> In pairs, student teachers discuss what early grade education is and write down their definitions on pieces of paper or posters		
	Definitions and Scope of Early Grade Education	Stage 1: 40	<b>E-learning &amp; Discussion</b> Provide a list of selected people who have defined early grade/years education and ask student teachers to search for the definitions from these people online and in the core reading text.	<b>E-learning, Independent Learning &amp; Discussion</b> Student teachers search for definitions of early grade education in the core reading text and online using their phones or laptops Student teachers present the definitions gathered for a whole class discussion		

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

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

## LESSON 4

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 <b>4</b> 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	Philosophies, Practices and Contributions of Frobel and Dewey				<b>Lesson Duration</b>	<b>3 hours</b>	
<b>Lesson description</b>	This lesson introduces student teachers to two of the key educationist in the development of early years' education; Frobel and Dewey. Student teachers will explore the philosophies and practices of these educationist and their educational contributions and implications for early grade education.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have been introduced to the concept of early grade education where they discussed some definitions and scope of early grade education. Some of these definitions were proposed by key educationists who have contributed to the development of early years' education.						
<b>Possible barriers to learning in the lesson</b>							
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> Discussion <b>Independent study:</b> Individual reflections and reading assignment <b>Seminar:</b> Group presentations <b>e-learning opportunity:</b> Use of mobile phones and searching for information online						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Core skills/ cross-cutting issues</b>		
	Demonstrate knowledge and understanding of the principles and practices of Frobel and Dewey		Identify and write about the principles and practices of Frobel and Dewey		Core, transferable and cross cutting skills targeted include communication, critical thinking, collaboration, observation enquiry skills, digital literacy and inclusion.		
Demonstrate appreciation for the educational implications and contributions made by Frobel and Dewey towards early grade education		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					
<b>Topic:</b> History and Nature of Early Grade Education	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>		<b>Student Activity</b>		
		Introduction: 10min	<b>Discussion</b> Using the verbal basketball technique [ <i>one person answers a question and 'throws' the question to another person across the room</i> ], ask student teachers to share what they learnt from the previous lesson		<b>Discussion</b> A student teacher shares what he/she learnt from the previous lesson on the concept of early grade education After sharing, the student 'throws' the question to another person. This continues until a number of students have had a turn.		
	Philosophies and Practices of Frobel and Dewey	Stage 1: 70min	<b>Group Work</b> Divide class into 2 groups and assign one group Frobel and the other Dewey. Ask each group to further divide		<b>Group Work &amp; E-learning</b> In smaller groups of 5, student teachers read about the life, principles and practices of the person assigned to their group		

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

		Closure: 10min	<b>Question and Answer</b> Ask student teachers to share their key takeaways from the lesson. Answer questions student teachers may have to clarify and summarize the lesson.	<b>Question and Answer</b> Student teachers share with the class their key takeaways from the lesson. Student teachers ask any questions they may have for clarification.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	Component 1: COURSEWORK Summary of Assessment Method: Assessment of, for and as learning: Students’ reflective notes on the philosophies and practices of Froebel and Dewey Assesses Learning Outcomes: Course learning outcomes 2 and 3			
<b>Teaching Learning Resources</b>	Mobile phones Laptops Projector			
<b>Required Text (core)</b>	Kwamina-Poh & McWilliam. ( 1975). <i>Development of education in Ghana</i> ; Accra, Macmillan  Otami, P.S. (2017). <i>Historical foundation in Early Grade education</i> . Accra: Emmppong Press; Publications			
<b>Additional Reading List</b>	Brewer, J. (2007). Introduction to early childhood education; Pearson Inc. Cole, M. (2006). Human rights, equality and education. New York, Routledge publications			
<b>CPD Needs</b>	Seminar for tutors on linking the educational Implications and contributions of Froebel and Dewey to real early grade classroom practices			

## LESSON 5

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 <b>5</b> 6 7 8 9 10 11 12		
<b>Title of Lesson</b>	Philosophies, Practices and Contributions of Pestalozzi and Rousseau				<b>Lesson Duration</b>	<b>3 Hours</b>	
<b>Lesson description</b>	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 hands of individuals, one of the main principles of Rousseau. Student teachers will be exposed to the principles, philosophies and contributions of these great men will be discussed.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Students have been introduced to the principles and contributions of Froebel and Dewey						
<b>Possible barriers to learning in the lesson</b>	Students might find it a challenge thinking about how to develop the three H's of Pestalozzi						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> 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 presentations</p> <p><b>Practical Activity:</b> Student teachers in small groups will share ideas on barriers, biases and misconceptions observed during their first year school observation.</p> <p><b>Seminars:</b> A talk on the importance of early grade education and the role of the early grade teacher.</p> <p><b>Independent study:</b> Student teachers will independently read course manuals and prepare notes.</p> <p><b>e-learning opportunities:</b> PowerPoint presentations, audio-visuals and video clips and also use online resources such as Google scholar.</p>						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes:</b>			<b>Learning Indicators:</b>		<b>e skills/ cross-cutting issues</b>	
	Develop knowledge and awareness of the philosophies of Pestalozzi, including the development of the head, heart and hands of the child and Rousseau			Identify the philosophies of Pestalozzi: head, heart and hands of the child and Rousseau		Core, transferable and cross cutting skills targeted include communication, critical thinking, collaboration, observation enquiry skills, digital literacy and inclusion.	
Demonstrate acquired knowledge in practices and contributions of Pestalozzi and Rousseau			Discuss the practices of Pestalozzi and Rousseau		State the contributions of Pestalozzi and Rousseau to early grade education		
<b>Topic</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>			<b>Student Activity</b>	
<b>History and Nature of Early Grade Education</b>		Introduction: 10 mins	Tutor/Lecturer leads brainstorming on who Froebel and Dewey are in early childhood education. Discussions on their practices, philosophy and contributions to early grade education.		Student teachers revised their knowledge through brainstorming on who were Dewey and Froebel in early grade education. Student teachers also discuss their contributions, philosophies and practices in early grade education		

	Philosophies of Pestalozzi and Rousseau	Stage 1: 90 min	<p>Tutor/Lecturer asks students teachers to think, pair and share ideas about the philosophy of Pestalozzi and Rousseau.</p> <p>Tutor/Lecturer put students in small groups to do online search on the philosophies of Pestalozzi and Rousseau.</p> <p>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</p>	<p>Student teachers do think, pair and share philosophies of Pestalozzi and Rousseau. Using online resources such as Google scholar with PowerPoint student teachers do presentations on the philosophies of Pestalozzi and Rousseau Individually, student teachers build notes in their portfolios on the Head, Heart and Hands philosophy of Pestalozzi.</p>
	Practices and contributions of Pestalozzi and Rousseau	Stage 2: 60 min	<p>Tutor/Lecturer leads student teachers through discussions mention the principles and contributions of Pestalozzi and Rousseau.</p> <p>Tutor/Lecturer assigns student teachers in small groups to prepare PowerPoint presentations on the principles and contributions of Pestalozzi and Rousseau using online resources such as Google scholar.</p>	<p>Student discuss and mention the principles and contributions of Pestalozzi and Rousseau.</p> <p>Student teachers in small groups search using Google scholar the principles and contributions of Pestalozzi and Rousseau</p> <p>Student teachers do PowerPoint presentation on the principles and practices of Pestalozzi and Rousseau.</p>
		Conclusion: 20 mins	<p>Tutor/Lecturer leads discussions to recap the salient points in the lesson.</p> <p>Tutor/Lecturer asks student teachers to prepare individual notes on the salient points.</p>	<p>Student teachers respond to questions on the salient points of the lesson.</p> <p>Student teachers prepare individual notes on the salient points of the lesson.</p>
<b>Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)</b>	<p>Component 1: Coursework</p> <p>Summary of assessment method: Assessment for and as learning (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)</p> <p>Core skills targeted are observation, inquiry skills,reflection and critical thinking</p> <p><b>Weighting: 30%</b></p> <p>Assesses learning outcomes: Course learning outcome1, 2 and 3</p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Projector</li> <li>• Laptop</li> <li>• Open Educational Resources, such as Google scholar</li> </ul>			

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

## LESSON 6

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 <b>6</b> 7 8 9 10 11 12
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<b>Title of Lesson</b>	Philosophies, Practices and Contributions of Elizabeth Peabody and Alcott Hault				<b>Lesson Duration</b>	<b>3 Hours</b>	
<b>Lesson description</b>	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 student teachers on developmentally appropriate practices found at early childhood education settings. Some of which can be attributed to these great founders in early childhood education.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	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.						
<b>Possible barriers to learning in the lesson</b>							
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<ul style="list-style-type: none"> <li>• <b>Face-to-face:</b> 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 presentations</li> <li>• <b>Practical Activity:</b> Student teachers in small groups will share ideas on barriers, biases and misconceptions observed during their first year school observation.</li> <li>• <b>Seminars:</b> A talk on the importance of early grade education and the role of the early grade teacher.</li> <li>• <b>Independent study:</b> Student teachers will independently read course manuals and prepare notes.</li> <li>• <b>e-learning opportunities:</b> PowerPoint presentations, audio-visuals and video clips.</li> </ul>						
<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Core skills/ cross-cutting issues</b>		
	<ul style="list-style-type: none"> <li>• Develop awareness of the philosophies of Elizabeth Peabody and Alcott Hault</li> <li>• Demonstrate knowledge in practices and contributions of Elizabeth Peabody and Alcott Hault</li> </ul>		<ul style="list-style-type: none"> <li>• Identify the philosophies of Elizabeth Peabody and Alcott Hault</li> <li>• Discuss the practices of Elizabeth Peabody and Alcott Hault</li> <li>• State the contributions of Elizabeth Peabody and Alcott Hault</li> </ul>		Core, transferable and cross cutting skills targeted include communication, critical thinking, collaboration, observation enquiry skills, digital literacy and inclusion.		
<b>Topic</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>		<b>Student Activity</b>		
History and Nature of Early Grade Education	Introduction	Stage 1: 10min	<b>Discussion</b> Tutor/lecturer recaps the previous lesson using the “verbal basketball technique” <i>(one student answers a question and then throws a ball/bean bag to another person to also answer and that continues)</i>		<b>Discussion</b> Student teachers share what they remember from the previous lesson and call upon other students to do likewise		

	Philosophies, Practices and Contributions of Elizabeth Peabody and Alcott Hault	Stage 2: 70min	<b>Discussion</b> Tutor/lecturer begins the lesson by presenting a spider web diagram with philosophies, practices and contributions of Elizabeth Peabody and Alcott Hault	<b>Discussion&amp; Group Work</b> 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 3: 40min	<b>Discussion</b> 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 4: 40min	<b>Individual Reflection</b> 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	<b>Individual Reflection</b> 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
	<b>Closure</b>	Stage 5: 20min	<b>Discussion</b> 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.	<b>Discussion</b> 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.
<b>Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)</b>	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			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Projector</li> <li>• Laptop</li> <li>• Open Educational Resources</li> </ul>			
<b>Required Text (core)</b>	Brewer (2007). Introduction to early childhood education			
<b>Additional Reading List</b>	Otami, S., O. (2018). Historical Foundations in Early Childhood Education. Winneba: Franko Printing Press & Stationery			
<b>CPD Needs</b>	Seminar on the principles and practices of Elizabeth Peabody and Alcott Hault			

## LESSON 7

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 <b>7</b> 8 9 10 11 12
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<b>Title of Lesson</b>	Philosophies and Practices of Piaget and Montessori			<b>Lesson Duration</b>	3		
<b>Lesson description</b>	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.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	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.						
<b>Possible barriers to learning in the lesson</b>	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, highlighting similarities not only between the two persons being discussed in this lesson but also previous ones where possible.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> Discussion <b>Independent study:</b> Individual reflections and reading assignment <b>Seminar:</b> Group presentations <b>e-learning opportunity:</b> Use of mobile phones and searching for information online						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Core skills/ cross-cutting issues</b>		
	Demonstrate knowledge and understanding of the principles and practices of Piaget and Montessori		Identify and write about the principles and practices of Piaget and Montessori		Core, transferable and cross cutting skills targeted include communication, critical thinking, collaboration, observation enquiry skills, digital literacy and inclusion.		
Demonstrate appreciation for the educational implications and contributions made by Piaget and Montessori towards early grade education		Apply the principles and practices of Piaget and Montessori in their early grade teaching.  Development of student's teaching philosophy as evidenced in student's portfolio					
<b>Topic:</b> History and Nature of Early Grade Education	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>		<b>Student Activity</b>		
		Introduction: 10min	<b>Discussion</b> Using the verbal basketball technique [ <i>one person answers a question and 'throws' the question to another person across the room</i> ], ask student teachers to share what they remember from the previous lesson		<b>Discussion</b> A student teacher shares what he/she remembers from the previous lesson; the principles, practices and educational implications of Elizabeth Peabody and Alcott Hault. After sharing, the student 'throws' the question to another person. This continues		

				until a number of students have had a turn.
Philosophies and Practices of Piaget and Montessori	Stage 1: 70min	<b>Group Work</b> 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.  Guide student teachers to share what they read and emphasize the principles and practices of Piaget and Montessori	<b>Group Work &amp; E-learning</b> 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.  Student teachers orally present what they read for whole class discussion	
	Stage 2: 40min	<b>Discussion &amp; Individual Reflection</b> 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 notes the similarities and differences between them.  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	<b>Discussion &amp; Individual Reflection</b> 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  Student teachers share the similarities with other educationists discussed in previous lessons	
Educational Implications and Contributions	Stage 3: 50min	<b>Discussion &amp; Individual Reflection</b> Ask student teachers to reflect on the philosophies and practices of Piaget and Montessori to identify their educational implications and share with a partner.  Facilitate a whole class discussion on the educational implications and contributions of Piaget and Montessori.  During STS, ask student teachers to work with small groups of learners to put into practice the philosophies and practices of Piaget and Montessori Ask student teachers to	<b>Discussion &amp; Individual Reflection</b> 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.  Student teachers engage in a whole class discussion on the educational implications and contributions of Piaget and Montessori.  During STS, student teachers work with small groups of learners to put into practice the philosophies and practices of Piaget and Montessori.	

			record in their reflective journals how the philosophies and practices of Piaget and Montessorias 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 Piaget and Montessori will positively influence their classroom practices as developing teachers.
		Closure: 10min	<b>Question &amp; Answer</b> Ask student teachers to share their key takeaways from the lesson. Answer questions student teachers may have to clarify and summarize the lesson.	<b>Question &amp; Answer</b> Student teachers share with the class their key takeaways from the lesson. Student teachers ask any questions they may have for clarification.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Component 1: COURSEWORK</b> <b>Summary of Assessment Method:</b> Assessment of, for and as learning: Students’ reflective notes on the philosophies and practices of Piaget and Montessori Assesses Learning Outcomes: Course learning outcomes 2 and 3			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• Mobile phones</li> <li>• Laptops</li> <li>• Projector</li> </ul>			
<b>Required Text (core)</b>	Kwamina-Poh & McWilliam. ( 1975). <i>Development of education in Ghana</i> ; Accra, Macmillan  Otami, P.S. (2017). <i>Historical foundation in Early Grade education</i> . Accra: Emmppong Press; Publications			
<b>Additional Reading List</b>	Brewer, J. (2007). Introduction to early childhood education; Pearson Inc. Cole, M. (2006). Human rights, equality and education. New York, Routledge publications			
<b>CPD Needs</b>	Seminar for tutors on linking the educational Implications and contributions of Piaget and Montessori to real early grade classroom practices			

## LESSON 8

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 <b>8</b> 9 10 11 12
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<b>Title of Lesson</b>	Philosophies and Practices of Chomsky and Vygotsky			<b>Lesson Duration</b>	<b>3</b>		
<b>Lesson description</b>	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.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	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.						
<b>Possible barriers to learning in the lesson</b>	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, highlighting similarities not only between the two persons being discussed in this lesson but also previous ones where possible.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> Discussion <b>Independent study:</b> Individual reflections and reading assignment <b>Seminar:</b> Group presentations <b>e-learning opportunity:</b> Use of mobile phones and searching for information online						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Core skills/ cross-cutting issues</b>		
	Demonstrate knowledge and understanding of the principles and practices of Chomsky and Vygotsky		Identify and write about the principles and practices of Chomsky and Vygotsky		Core, transferable and cross cutting skills targeted include communication, critical thinking, collaboration, observation enquiry skills, digital literacy and inclusion.		
Demonstrate appreciation for the educational implications and contributions made by Chomsky and Vygotsky towards early grade education		Apply the principles and practices of Chomsky and Vygotsky in their early grade teaching.  Development of student's teaching philosophy as evidenced in student's portfolio					

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

			<p>During STS, ask student teachers to work with small groups of learners to put into practice the philosophies and practices of Chomsky and Vygotsky. Ask student teachers to record in their reflective journals how the philosophies and practices of Chomsky and Vygotsky as practiced in schools, will positively influence their classroom practices as developing teachers.</p>	<p>a whole class discussion on the educational implications and contributions of Chomsky and Vygotsky.</p> <p>During STS, student teachers work with small groups of learners to put into practice the philosophies and practices of Chomsky and Vygotsky.</p> <p>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.</p>
		Closure: 10min	<p><b>Question &amp; Answer</b> Ask student teachers to share their key takeaways from the lesson. Answer questions student teachers may have to clarify and summarize the lesson.</p>	<p><b>Question &amp; Answer</b> Student teachers share with the class their key takeaways from the lesson. Student teachers ask any questions they may have for clarification.</p>
<b>Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)</b>	<p>Component 1: COURSEWORK Summary of Assessment Method: Assessment of, for and as learning: Students’ reflective notes on the philosophies and practices of Chomsky and Vygotsky Assesses Learning Outcomes: Course learning outcomes 2 and 3</p>			
<b>Teaching Learning Resources</b>	<p>Mobile phones Laptops Projector</p>			
<b>Required Text (core)</b>	<p>Kwamina-Poh &amp; McWilliam. ( 1975). <i>Development of education in Ghana</i>; Accra, Macmillan</p> <p>Otami, P.S. (2017). <i>Historical foundation in Early Grade education</i>. Accra: Emmppong Press; Publications</p>			
<b>Additional Reading List</b>	<p>Brewer, J. (2007). Introduction to early childhood education; Pearson Inc.</p> <p>Cole, M. (2006). Human rights, equality and education. New York, Routledge publications</p>			
<b>CPD Needs</b>	<p>Seminar for tutors on linking the educational Implications and contributions of Chomsky and Vygotsky to real early grade classroom practices.</p>			

## LESSON 9

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 <b>9</b> 10 11 12
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<b>Title of Lesson</b>	<b>Development of Early Grade Education</b>				<b>Lesson Duration</b>			
<b>Lesson description</b>	This lesson introduces student teachers to how early grade education has evolved and developed in Ghana. Student teachers will explore some specific interventions and policies introduced with the aim of providing equitable access to quality early grade education in Ghana.							
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers are aware of FCUBE for basic schools (including early grade) in Ghana.							
<b>Possible barriers to learning in the lesson</b>	Society frown on people with special needs							
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>	
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> 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 presentations</p> <p><b>Practical Activity:</b> Student teachers in small groups will share ideas on barriers, biases and misconceptions observed during their first year school observation.</p> <p><b>Seminars:</b> A talk on the importance of early grade education and the role of the early grade teacher.</p> <p><b>Independent study:</b> Student teachers will independently read course manuals and prepare notes.</p> <p><b>e-learning opportunities:</b> PowerPoint presentations, audio-visuals and video clips and also use online resources such as Google scholar.</p>							
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>		<b>Core skills/ cross-cutting issues</b>		
	1. Develop knowledge and awareness of the development of early grade education in Ghana.			Explain how early grade education has developed in Ghana.		Core, transferable and cross cutting skills targeted include communication, critical thinking, collaboration, observation enquiry skills, digital literacy and inclusion.		
	2. Demonstrate understanding and appreciation of government interventions to support early grade education			2.1 Discuss government interventions in support of early grade education				
<b>Topic</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>					
			<b>Teacher Activity</b>			<b>Student Activity</b>		
<b>Development of Early Grade Education</b>		Introduction : 10 mins	<b>Discussion</b> Tutor/Lecturer leads student teachers to revise previous lessons by asking for key things learnt			<b>Discussion</b> 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: 50 mins	<b>E-learning &amp; Discussion</b> 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.			<b>E-learning &amp; Discussion</b> Student teachers watch video clip on the development of early grade education in Ghana. Student teachers talk about their observations from the video.		

	Government intervention and Policies in early grade education (e.g. fCUBE, 2012 KG Operational Plan, ECE policy)	Stage 2: 40 mins	<b>Discussion</b> 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.	<b>Group work &amp; E-learning</b> 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	<b>Discussion</b> 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.	<b>Gallery walk&amp; Discussion</b> 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.
		<b>Conclusion:</b> 10 mins	<b>Independent Reflection</b> Tutor/Lecturer ask students to individually prepare short notes on the lesson for their portfolio.	<b>Independent Reflection</b> Student teachers prepare individual notes on salient points from the lesson for their portfolio.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Component 1:</b> Coursework <b>Summary of assessment method:</b> 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			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Projector</li> <li>• Laptop</li> <li>• Open Educational Resources, such as Google scholar</li> </ul>			
<b>Required Text (core)</b>	Kwamina-Poh & McWilliam. ( 1975). <i>Development of education in Ghana</i> ; Accra, Macmillan  Otami, P.S. (2017). <i>Historical foundation in Early Grade education</i> . Accra: Emmppong Press; Publications			
<b>Additional Reading List</b>	Brewer, J. (2007). Introduction to early childhood education; Pearson Inc. Cole, M. (2006). Human rights, equality and education. New York, Routledge publications			
<b>CPD Needs</b>	Seminar for tutors on portfolio building			

## LESSON 10

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 <b>10</b> 11 12
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Title of Lesson	The Early Grade Teacher				Lesson Duration		
Lesson description	This lesson will expose student teachers to the qualities, roles and responsibilities of an early grade teacher. This is aimed at training early grade teachers who are loving, caring, and dedicated to the needs and interest of the early grade learner.						
Previous student teacher knowledge, prior learning (assumed)	Students did school visits, identified qualities of early grade teachers, their roles and responsibilities.						
Possible barriers to learning in the lesson	Some unqualified and non-professional early grade teachers practising at early grade level.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> <li>• <b>Face-to-face:</b> 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 presentations</li> <li>• <b>Practical Activity:</b> Student teachers in small groups will share ideas on qualities, roles and responsibilities of early grade teachers observed during their first year school observation.</li> <li>• <b>Seminars:</b> A talk on the qualities, role and responsibilities of the early grade teacher.</li> <li>• <b>Independent study:</b> Student teachers will independently read course manuals and prepare notes.</li> <li>• <b>e-learning opportunities:</b> PowerPoint presentations, audio-visuals and video clips.</li> <li>• <b>Practicum:</b> Student teachers visit schools to observe and appreciate the qualities and role of the early grade teacher.</li> </ul>						
<ul style="list-style-type: none"> <li>• Learning Outcome for the lesson, picked and developed from the course specification</li> <li>• Learning indicators for each learning outcome</li> </ul>	Learning Outcomes			Learning Indicators		Core skills/ cross-cutting issues	
	Develop critical and analytic thinking skills of an early grade teacher, the qualities and roles.			<ul style="list-style-type: none"> <li>• Student teachers exhibit critical and analytic skills in debating on the qualities of an early grade teacher</li> <li>• Student teachers brainstorm and discuss in pairs the roles of an early grade teacher</li> </ul>		Core, transferable and cross cutting skills targeted include communication, critical thinking, collaboration, observation enquiry skills, digital literacy and inclusion.	
	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
			Teacher Activity			Student Activity	
	Introduction	Stage 1: 10min	<b>Discussion</b> Tutor/lecturer leads revision of previous lesson on misconceptions of early grade teachers through questions and answers			<b>Discussion</b> Student teachers respond to the questions asked by the tutor/lecturer to revise previous lesson on misconceptions of early grade education.	

	<b>Qualities of an early grade teacher</b>	Stage 2: 50min	<b>Discussion &amp; Presentation</b> 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	<b>Brainstorming &amp; Group Presentation</b> 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
	<b>Roles of an early grade teacher</b>	Stage 3: 50min	<b>Discussion &amp; Presentation</b> Tutor/lecturer leads discussions on roles of an early grade teacher. Tutor/lecturer puts student teachers into groups to list 5 roles of an early grade teacher Tutor/lecturer asks student teachers to do oral presentation on roles of an early grade teachers	<b>Brainstorming &amp; Group Presentation</b> Student teachers brainstorm and discuss role of an early grade teacher In groups, student teachers list 5 roles of an early grade teacher Student teachers do an oral presentation to the class on the roles of an early grade teacher
	<b>Responsibilities of an early grade teacher</b>	Stage 4: 50min	<b>Brainstorming &amp; Discussion</b> 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	<b>Brainstorming &amp; Discussion</b> 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
	<b>Closure</b>	Stage 5: 20min	<b>Discussion</b> Tutor/lecturer leads students to briefly summarize: <ul style="list-style-type: none"> <li>The qualities of an early grade teacher</li> <li>Roles and Responsibilities of an early grade teacher</li> </ul>	<b>Discussion</b> Student teachers individually summarize the following in their note books: <ul style="list-style-type: none"> <li>The qualities of an early grade teacher</li> <li>Roles and Responsibilities of an early grade teacher</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Component 2: Coursework</b> Summary of assessment method: Assessment for and as learning (Peer Review / Tutor assessment of portfolio of materials and resources amassed during the course. The 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)			

	<p>Core skills targeted are self-reflection, teamwork/collaboration, inquiry skills and digital skills.  <b>Weighting:</b> 30%  Assesses learning outcomes: course learning outcome 1 – 7</p>
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Projector</li> <li>• Video clips</li> <li>• Smart phones</li> <li>• Laptops</li> <li>• TV and Radio</li> <li>• Open educational resources (online educational resources)</li> </ul>
<b>Required Text (core)</b>	Rodd, J. (2012). <i>Leadership in early childhood</i> . McGraw-Hill Education (UK).
<b>Additional Reading List</b>	<p>Cartwright, S. (1999). What Makes Good Early Childhood Teachers?. <i>Young Children</i>, 54(4), 4-7.</p> <p>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>, 28(4), 333-352.</p>
<b>CPD Needs</b>	Seminar on addressing qualities, roles and responsibilities of an early grade teacher

## LESSON 11

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 <b>11</b> 12
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<b>Title of Lesson</b>	<b>Career Opportunities in Early Grade Education</b>				<b>Lesson Duration</b>	<b>3 hrs</b>	
<b>Lesson description</b>	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 educator at different levels is emphasized. The lesson will also introduce student teachers to other opportunities they can take advantage of in future.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers discussed the qualities of an early grade teacher in the previous lesson.						
<b>Possible barriers to learning in the lesson</b>	Student teachers may come into the lesson with the misconception an early grade trained teacher can only remain in early grade classes forever.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> Discussion <b>Independent study:</b> Individual reflections and reading assignment <b>Seminar:</b> Group presentations <b>e-learning opportunity:</b> Use of mobile phones and searching for information online						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Core skills/ Cross-cutting issues</b>		
	Demonstrate personal interest and goals in career path in EGE		1. Identify interest in being an early grade educator as a life-long career. 2. Identify different career opportunities in the field of early grade education		Core skills targeted include self-reflection, communication, critical thinking, collaboration, observation, enquiry skills and digital literacy		
<b>Topic:</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>			<b>Student Activity</b>	
<b>Career Opportunities in Early Grade Education</b>		Introduction: 20 min	<b>Discussion</b> Ask student teachers to share the qualities of an early grade teacher as discussed in the previous lesson. Ask student teachers to share feedback from school visit on how these qualities are demonstrated by teachers in the schools they visited.			<b>Discussion</b> Student teachers share the qualities of an early grade teacher from the previous lesson with the whole class. Student teachers individually or in pairs take turns to share their feedback from how teachers in the schools they visited demonstrated the qualities of an early grade teacher.	

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

			levels within GES and other government agencies, consultants and work with national and international development organisations.	
		Conclusion: 10min	<p><b>Discussion</b> Recap the lesson by asking student teachers to share one thing they have taking out of the day's lesson. Answer questions student teachers may have for clarification</p> <p><b>Assignment</b> Put student teachers in groups to read about challenges in early grade education and prepare a PowerPoint presentation for the next lesson.</p>	<p><b>Discussion</b> Student teachers take turns to mention one thing they have learnt from the day's lesson. Student teachers ask questions they may have for clarification.</p> <p><b>Assignment</b> In groups, student teachers read about challenges in early grade education and prepare a PowerPoint presentation for the next lesson.</p>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Component 2: COURSEWORK</b>			
	<b>Summary of Assessment Method:</b>			
	Assessment of, for and as learning: Participation in brainstorming and class discussion on the value of being an early grade teacher			
	Assesses Learning Outcomes: Course learning outcomes 6 and 7			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• Mobile phones</li> <li>• Laptops</li> <li>• Projector</li> <li>• Youtube video on becoming an early years teacher: <a href="https://www.youtube.com/watch?v=N4JVtQetOPA">https://www.youtube.com/watch?v=N4JVtQetOPA</a></li> </ul>			
<b>Required Text (core)</b>	Kwamina-Poh & McWilliam. ( 1975). <i>Development of education in Ghana</i> ; Accra, Macmillan			
	Otami, P.S. (2017). <i>Historical foundation in Early Grade education</i> . Accra: Emmppong Press; Publications			
<b>Additional Reading List</b>	Brewer, J. (2007). Introduction to early childhood education; Pearson Inc.			
	Cole, M. (2006). Human rights, equality and education. New York, Routledge publications			
<b>CPD Needs</b>	A lecture for tutors on career path in early grade education			

## LESSON 12

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>Challenges in Early Grade Education</b>				<b>Lesson Duration</b>	<b>3 hours</b>	
<b>Lesson description</b>	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.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have visited a number of schools in the course of the semester and have identified some challenges being faced in the early grade schools/classes they visited.						
<b>Possible barriers to learning in the lesson</b>							
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> Discussion, brainstorming <b>Independent study:</b> Individual reflections and reading assignment <b>Seminar:</b> Group presentations <b>e-learning opportunity:</b> Use of mobile phones and searching for information online						
<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Core skills/ Cross-cutting issues</b>		
	Overcome potential challenges in their practices		<ul style="list-style-type: none"> <li>• State challenges confronting early grade education</li> <li>• Discuss innovative ways to over-come challenges faced in the practice as early grade teachers.</li> </ul>		Core, transferable and cross cutting skills targeted include communication, critical thinking, collaboration, observation enquiry skills, digital literacy and inclusion.		
<b>Topic</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>		<b>Student Activity</b>		
<b>Challenges in Early Grade Education</b>		Introduction: 15min	<b>Discussion</b> As a way of revision, display posters in the room headed “Early Grade Educator as a Life-long Career” [If possible, display these before student teachers enter the class]. Ask student teachers to write on the posters or write on sticky notes and display on the posters what they learnt from the previous lessons about the heading. Call on a few student teachers to read some of the points on		<b>Discussion</b> Student teachers write on sticky notes to display on poster or write directly unto poster what they learnt in the previous lesson on the Early Grade Educator as a life-long career.  Selected student teachers read some of the points on the posters to the whole class for brief discussions.		

			the posters to the class and allow brief discussions.	
	<b>Challenges confronting Early Grade Education</b>	Stage 1: 90 min	<p><b>Group Presentation &amp; Discussion</b></p> <p>Invite 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.</p> <p>At the end of each presentation, invite comments and questions from other groups. <i>[Remember to give feedback to student teachers on ways of improving their presentation skills, including layout of the presentation itself, referencing information obtained from different sources etc]</i></p> <p>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.</p>	<p><b>Group Presentation &amp; Discussion</b></p> <p>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.</p> <p>After each presentation, other groups of student teachers comment on the presentation and ask questions to the presenters for clarification.</p> <p>Student teachers note down and discuss any additional challenges shared by the tutor/lecturer.</p>
	<b>Overcoming challenges in Early Grade Education</b>	Stage 2: 60 min	<p><b>Brainstorming &amp; Discussion</b></p> <p>Put student teachers in groups of 3 to brainstorm ways of overcoming or adapting to the challenges identified.</p> <p>After some minutes, ask each group to join another group to share their ideas and consolidate them to present to the class</p> <p>Ask the groups to share their ideas with the whole class for discussion to identify ways of overcoming or adapting to the challenges identified.</p> <p>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.</p>	<p><b>Brainstorming &amp; Discussion</b></p> <p>In groups of 3, student teachers brainstorm ways of overcoming or adapting to the challenges identified. Using examples from school visits</p> <p>Each group of 3 join another group to share their ideas and consolidate them into major points ready for sharing with the class</p> <p>Groups orally present their ideas with the whole class for discussion to identify ways of overcoming or adapting to the challenges identified.</p> <p>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.</p>

			Ask student teachers to record in their journals the key challenges identified and suggested solutions for dealing with these challenges	Student teachers record the key challenges identified and suggested solutions for these challenges in their individual journals for reference.
	Conclusion: 15 min		<p><b>Discussion</b></p> <p>Recap the lesson by asking student teachers to share the key challenges and suggested solutions they have recorded in their journals.</p> <p>Take student teachers through the learning outcomes of the whole course to check that all the outcomes have been met through the delivery of the various lessons. Recap any areas where needed.</p> <p>Invite and answer questions student teachers may have.</p> <p><b>To Do Before Next Course</b></p> <p>Ask student teachers to read the core text for Child Growth and Development and from online sources in preparation for the next course.</p>	<p><b>Discussion</b></p> <p>Student teachers share from their journals the key challenges and suggested solutions discussed in the lesson.</p> <p>Go through the course learning outcomes to check that all outcomes have been met.</p> <p>Student teachers ask questions they may have for clarification</p> <p><b>To Do Before Next Course</b></p> <p>Student teachers read about Child Growth and Development from the core reading text for and online sources in preparation for the next course.</p>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<p><b>Component 2: COURSEWORK</b></p> <p><b>Summary of Assessment Method:</b></p> <p>Assessment of, for and as learning: Student reflective journals containing suggested solutions for overcoming/adapting to challenges identified. (Core skills targeted are reflection, critical thinking, inquiry skills and digital skills).</p> <p><b>Assesses Learning Outcomes:</b> Course learning outcomes 8</p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• Mobile phones</li> <li>• Laptops</li> <li>• Projector</li> </ul>			
<b>Required Text (core)</b>	<p>Kwamina-Poh &amp; McWilliam. ( 1975). <i>Development of education in Ghana</i>; Accra, Macmillan</p> <p>Otami, P.S. (2017). <i>Historical foundation in Early Grade education</i>. Accra: Emmppong Press; Publications</p>			
<b>Additional Reading List</b>	<p>Brewer, J. (2007). Introduction to early childhood education; Pearson Inc.</p> <p>Cole, M. (2006). Human rights, equality and education. New York, Routledge publications</p>			
<b>CPD Needs</b>	<p>Workshop for tutors on helping student teachers overcome/adapt to challenges in early grade education</p>			

