Four-Year B.Ed. Course Manual

PEDAGOGY: FOUNDATION OF EDUCATION IN GHANA

GHANA TERTIARY EDUCATION COMMISSION

NATIONAL TEACHING COUNCIL
Building Confidence, Raising Teaching Standards
NTC

The Government of Ghana

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FOREWORD

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

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors, and lecturers in delivering a complete B.Ed. course for training student teachers which 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.

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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 CoEs 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 topics 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 topics for weekly PD meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, in order 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 ………………………………...........................

PEDAGOGY: FOUNDATION OF EDUCATION IN GHANA

COURSE DETAILS

Course name	PEDAGOGY: FOUNDATION OF EDUCATION IN GHANA					
Pre-requisite	Student teachers have taken the course 'Foundations of education in Ghana' which exposed them to general philosophies of education, developing personal teaching philosophies, basic issues about gender, equity and inclusion.					
Course Level	100	Semester	1	Course Code		Credit Value	3

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. This is to instil in new teachers, the Nation's core values of honesty, integrity, creativity and responsible citizenship in order to achieve inclusive, equitable, high quality education for all learners.

GOAL FOR THE SUBJECT OR LEARNING AREA

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

COURSE DESCRIPTION

The course intends to provide the foundation for the teaching profession by addressing issues of conceptions, misconceptions and prejudices society has about teaching, myths surrounding the use of ICT and barriers to the education of learners with diverse needs and orientation. Additionally, the course seeks to provide student teachers with sound knowledge and understanding of relevant historical, philosophical and sociological trends that influence teaching and education in Ghana (NTECF, p.68). Moreover, student teachers shall be introduced to the principles, practices and expectations of the Bachelor of Education programme. They will examine the nature and structure of the basic education curriculum in Ghana and the assessment benchmarks. Differentiated interactive techniques (discussions, debates, diamond nine) and assessment procedures (case studies, presentation, report writing, projects) will be employed in the learning process. The course will thus expose student teachers to various learning experiences to enable them to develop and demonstrate skills with passion and honesty. They will also develop critical thinking and commitment to teaching in inclusive classrooms and aspire for continuous professional development and lifelong learning to enable them support teaching in schools (NTECF p. 68, NTS 1b, 1g, p.162d, 3e, 3k, 3p, 3l, p.18).

KEY CONTEXTUAL FACTORS

There are some conceptions and misconceptions about teaching which have negatively affected the passion and interest for teaching resulting in low commitment and loyalty to the teaching profession in Ghana. Some of our cultural beliefs and practices are less tolerant of disability and education of females leading to discrimination, isolation and negative attitudes and biases towards female education and learners with special education needs (SEN). These have created barriers to learning and education of people with diverse needs and backgrounds thereby limiting equity and inclusion.

The foundations of education course are designed to equip teachers with the knowledge and skills to address these misconceptions, remove the biases and barriers to learning in all-inclusive and multi-aged schools. Teachers also need to be able to address their misconceptions about the use and integration of ICT in teaching and learning in Ghanaian basic schools. Basic schools are community owned. There is therefore the opportunity for collaboration and relationship between schools and communities.

CORE AND TRANSFERABLE SKILLS AND CROSS CUTTING ISSUES, INCLUDING EQUITY AND INCLUSION

- Digital literacy of student teachers will be enhanced by giving them opportunities to surf and present information across units using various digital tools.
- Critical thinking is developed in student teachers when they express their conceptions, misconceptions, biases and philosophies freely and examine them (CLO 1 and 2).
- Collaboration is fostered through assigning group projects and presentation of various topics across units and encouraging a healthy school-community relationship (CLO 4).
- Communicative skills of student teachers would be enhanced through the examination, interrogation and presentation of their misconceptions and philosophies (CLO 1 and 2).
- Personal development would be fostered through individual and group presentation, examining personal philosophies and developing dispositions for lifelong learning (CLO 2, CLO 3, CLO 6).
- Respect for diversity would be engendered in student teachers by examining misconceptions about SEN and gender (CLO 1 and CLO 3).
- Commitment and passion for teaching would be developed when student teachers are made to examine their fears, biases and prejudices about teaching, watch, listen and provide reflective notes on presentations of educationists and accomplished teachers (CLO 1 and CLO 6).

Course Learning Outcomes (CLOs)	Learning Indicators (LIs)
On successful completion of the course, student teachers will be able to:	
Demonstrate a clear understanding of teaching as a profession and procedure for reviewing conceptions and addressing the misconceptions, prejudices and barriers to teaching, learning and Special Education Needs (NTECF p.4, 13, 18, NTS 3f).	• Write down some of their misconceptions and prejudices about teaching and explain how to address them. • Trace some historical and ideological issues that have influenced changes in teacher education in Ghana to help address biases and prejudices to teaching. • Examine some misconceptions and barriers to teaching and learning of girls and learners with SEN. • Discuss various ways of addressing their misconceptions and barriers to teaching and learning in inclusive and multi-grade/age settings. • Demonstrate clear understanding of the principles and practises of the B.Ed. including the specialisms and the outcomes for year one.
Exhibit sound knowledge and understanding of relevant historical, philosophical and sociological trends that have influenced education and teaching in Ghana and develop a personal teaching philosophy and socio-cultural identity (NTECF p.68, NTS 1f).	• Establish the relationships between the key historical and sociological phenomena that have influenced education in Ghana. • Compare and contrast the philosophical trends of major reforms of education in Ghana. • Develop and explain their personal teaching philosophy.
Demonstrate knowledge and understanding of the structure of teacher education and basic education curriculum in Ghana and examine various policies that have influenced teaching and learning in diverse contexts.	• Examine the various domains of the National Teachers' Standards for Ghana and discuss the need for them. • Describe the nature and structure of the basic education curriculum. • Distinguish between the assessment benchmarks for phases of basic education in Ghana. • Provide reflective notes on the inclusion and safe school policies and how they can facilitate teaching and learning.
Develop knowledge and understanding of the need for a healthy inclusive school-community relationship (NTS 1g, 2f; NTECF 13).	• Discuss the need for inclusive school-community relationship. • Discuss how to promote a healthy school-community partnership.
Develop knowledge, understanding of the effects of the use of technology on teaching and learning, and the society and explain how misconceptions about the use of ICT can be addressed (NTS 2f; NTECF 13).	• Debate the effects of the use of technology on teaching and learning and societal values. • Explain how the misconceptions and myths about the use of ICT can be addressed.
Develop and demonstrate passion and commitment for teaching, continuous professional development, lifelong learning and seeing themselves as agents of change in the school and community (NTS 1b, 1g, p.16).	• Discuss the need to be passionate and committed to teaching. • Examine the need for continuous professional development and lifelong learning. • Reflect and discuss their roles as change agents in the school and community.

1. Course Content

Unit	Topics	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
1	**Teaching as a profession**	1.1 The concept "teacher" and "teaching as a profession". The concept "education". 1.2 Conceptions, misconceptions, prejudices of society about teaching, education and learners with SEN. 1.3 Traditional beliefs and barriers affecting inclusion; need for inclusion; approaches/strategies for promoting inclusion. 1.4 Structure of the B.Ed. programme.	√ 1. Use concept cartoons and talk for learning approaches in discussing misconceptions/barriers; let student teachers share and examine biases; Watching audio-visuals of accomplished teachers/educators, listening to experiences of accomplished teachers and writing reflective notes.
2	**Philosophical and sociological trends of education in Ghana**	2.1 Historical, Sociological trends of education in Ghana; 2.2 Philosophical trends and aims of education in Ghana. 2.3 Philosophy of teacher education. 2.4 Personal teaching philosophy and implications for SEN and the use of ICT in education.	1. Teacher led discussion on sociological/philosophical trends; 2. Student teachers compare and contrast the philosophy in major educational reforms in Ghana. 3. Use talk for learning approaches for influence of sociological phenomena on education. 4. Individual presentations and reflective notes on personal teaching philosophies.
3	**Introduction to the basic education curriculum in Ghana**	3.1 Philosophy and goals of basic education. 3.2 Nature and structure/phases of the basic education curriculum. 3.3 Standards for assessment of the basic education curriculum.	1. Teacher-led discussion on the philosophy and goals of basic education. 2. Use concept mapping/models in illustrating nature and phases of the basic education curriculum. 3. Mixed ability group presentation and discussion on the assessment benchmarks for basic education.
4	**Introduction to teacher Educational and Education policies in Ghana**	4.1 Trends in teacher education system in Ghana Teacher education: Pre-service, training in-service Education policies in Ghana: NTS, NTECF, Inclusion Policy and the safe school policy and protocols in Ghana.	1. Individual and group presentations on teaching profession and characteristics a good teacher; Using PowerPoint, watching audio-visuals from YouTube and reflective notes. 2. Teacher led discussions on educational policies and their relevance teaching and learning.

Unit	Topics	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
5	**School-community partnership**	5.1 Concept of school-community partnership. 5.2 Types of school-community partnership. 5.3 Principles of school-community partnership. 5.4 Teacher and the learner in the society. 5.5 Promoting a healthy school-community partnership and benefits.	1. Fieldtrip to schools in communities on how schools relate with communities. 2. Reflective notes on field trip. 3. Talk for learning approaches for need for school-community partnership. 4. Individual and group projects on how to promote a healthy school-community partnership.
6	**Technology and society**	6.1 Concept of technology and social coherence; 6.2 Misconceptions, barriers and myths about use of technology; 6.3 Abuses and effects of technology on societal values and ethics. 6.4 Appropriate use of technology for teaching and learning.	1. Student led discussions and debate on the effect of the use of technology on teaching/learning and societal values and ethics. 2. Audio-visual analysis of videos from YouTube on effects of technology.
7	**Career-paths and lifelong learning in education**	7.1 Concepts of career path and lifelong learning; Need for lifelong learning. 7.2 Avenues for lifelong learning (updating & upgrading). 7.3 Types of career-paths in education.	1. Audio-visual analysis and a case study of accomplished teachers and educationists. 2. Use of resource persons and reflective notes on the need for lifelong learning.

2. Teaching and Learning Strategies

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

3. Course Assessment Components

Component 1: Formative Assessment (Individual assignments).

Summary of assessment method: assessment for learning, individual written assignment 1500 words.

What are the qualities you need to develop to be a good teacher? Use your personal philosophy of teaching, your experiences in school and college, the National Teachers' Standards and the expectations for the B.Ed. to help you identify these qualities.

CLO1, CLO2, CLO3, CLO 4,

NTS: 1. a) Critically and collectively reflects to improve teaching and learning.

f) Develops a positive teacher identity and acts as a good role model for students

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

f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.

(core skills to be developed: digital literacy, critical thinking, collaboration and communicative skills, personal development)

Weighting: 30% - Assesses Learning Outcomes: CLO 1 & CLO2, CLO5

Component 2: Formative Assessment, written assignment 1500 words

Demonstrate knowledge and understanding of the structure of the basic education curriculum in Ghana and state how various policies have influenced teaching and learning in diverse contexts. Core skills to be developed: digital literacy, collaboration and communicative skills, personal development, respect for diversity.

Weighting: 30%

Assesses Learning Outcomes: CLO 2,CLO3, CLO4

NTS 2a) Demonstrates familiarity with the education system and key policies guiding it.

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

2 c) Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.

2 d) At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

Component 3: Summative Assessment (End of Semester Project).

Summary of Assessment Method: Group end of semester projects to ideentify the relationships between the key sociological phenomena that have influenced education in Ghana and tracing the philosophical trends of education in Ghana; reflective notes on each group members personal teaching philosophies; the need for continuous professional development, choice of career paths in education and their role as agents of change (each group should work on different themes). Core skills to be developed: respect for diversity, critical thinking, digital literacy, collaboration and communicative skills, personal development.

Weighting: 40%

Assesses Learning Outcomes: CLO 3 & CLO 6

NTS

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

1b) Improves personal and professional development through lifelong learning and Continuous Professional Development.

e) Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice

2a) Demonstrates familiarity with the education system and key policies guiding it.

4. Required Reading and Reference List

Aboagye, J. K. (2002). Historical and philosophical foundations of education in Ghana. Accra: Media Guard Ltd.

Mensah, A., & Addison, K.A. (2012). Introduction to sociology of education. Winneba: Institute for Educational Development and Learning Extension.

Transforming Teacher Education and Learning (T-TEL) (2017). National teachers' standards for Ghana. Accra: Ministry of Education.

Transforming Teacher Education and Learning (T-TEL) (2017). The national teacher education curriculum framework. Accra: Ministry of Education.

Reference List

Adu-Yeboah, J. K. (2008). Practical social studies. Accra: Kwadwoan.

Opare, J. A., Quist, H., Anyagre, P., & Baafi-Frimpong, S. (2016). Philosophical and social foundations of education. Cape Coast: College of Distance Education, University of Cape Coast.

5. Teaching and Learning resources

- Audio-visuals and animations from YouTube.
- Resources persons.
- Projectors and computers.
- Ministry of Education (2015). Inclusive education policy: Implementation plan. Accra: MoE.
- Ministry of Education (2015). Standards and guidelines for practice of inclusive education in Ghana. Accra: MoE.

6. Course related professional development for tutors/ lecturers

See PD Material on Teaching Year 1 Semester 1 Course on Foundatiomns of Education in Ghana.

LESSON 1

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

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

Title of Lesson	Teaching as a Profession I					Lesson Duration	3 hours
Lesson description	The lesson focuses on exploring various conceptions, misconceptions, prejudices and biases of student teachers, who have just transited into a College of Education from senior high schools may have about the Teaching Profession. They would also be given the opportunity to interact with accomplished and seasoned teachers and educators or watch videos of them sharing their experiences. This would enable the student teachers reflect on and interrogate their thinking, develop ways of addressing their misconceptions, in order to develop positive orientations towards teaching. The lesson would be facilitated using various talk for learning approaches and video analyses.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have interacted with and have been taught by various teachers at the pre-tertiary level who would have influenced their thinking about the teaching profession.						
Possible barriers to learning in the lesson	Large class sizes in some colleges and especially in the universities.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers. **E-learning opportunities:** videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions. **Seminars:** to generate group and individual creativity, discussion and reflection. These are student and/or tutor led. **Independent study:** to enable student teachers engage with relevant and appropriate issues related to teaching as a profession. This can be part of any of the above modes.						

Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. **Write in full aspects of the NTS addressed.**	Student teachers should be able to demonstrate a clear understanding of procedures for addressing the misconceptions, prejudices and barriers to teaching (NTECF p.4, 13, 18, NTS 3f).		
• **Learning Outcome for the lesson, picked and developed from the course specification.** • **Learning indicators for each learning outcome.**	**Learning Outcomes: The student teacher will be able to:**	**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Demonstrate a clear understanding of teaching as a profession and procedures for addressing the misconceptions, prejudices and barriers to teaching, learning and explain structure of new B.Ed. programme (NTECF p.4, 13, 18, NTS 3.)	• Develop individual reflective notes on their perceptions about teaching from interactions with resource persons and videos. • Write down some of the misconceptions and prejudices about teaching and discuss how to address them. • Write down various ways of addressing their misconceptions and barriers to teaching and learning in inclusive and multigrade settings. • Discuss some qualities of a good teacher and map them against the NTS. • Explain the principles and practices of the B.Ed. including the specialisms and the outcomes for year one.	• Communication skills: through critiquing and presentations. • Digital literacy: Surfing the internet for relevant information on themes to be discussed. • Personal development: Through presentation and developing of arguments. • Respect for diversity through the use of various mixed groupings.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Teaching as a Profession I	**Conception and misconceptions about teaching and their sources**	30 minutes	**Face-to-face:** Tutor engages student teachers in an activity called 'me and teaching' by asking student teachers to reflect on teaching and indicate their thinking/feeling, fears, prejudices about teaching on pieces of paper; sources of misconceptions and how to address them. Tutor should initiate discussion with a concept cartoon on varying conceptions of teaching as a profession (PDP Theme 2).	Student teachers reflect and indicate their thinking/feeling about the teaching on pieces of paper. No names should be written. Write freely and genuinely. Think-pair-share with peers about sources of misconceptions and how they can be addressed. Discuss conceptions of teaching as a profession.
		1 hour	**Face-to-Face & E-learning opportunities** An accomplished teacher/educationist shares experience with students. Videos of accomplished teachers are shown (PDP Theme 2).	Student teachers develop reflective notes and ask questions to clarify thinking and present the report.
	• **The concept of teaching and** • **Teaching as an art or science** • **Qualities of a good teacher**	50 minutes	**E-learning opportunities:** Teacher guides and directs student teachers to surf the internet with their phones for definitions of teaching and whether teaching is an art or science. **Independent Study:** Tutor initiates discussions by asking student teachers to think about and mention names of some teachers who taught them at the basic or high school and why they think they are good teachers.	Student teachers surf the internet with mobile phones and make notes of conceptions of teaching for presentation. Class brainstorms and brain writes. Student teachers surf the internet with phones on varying models and characteristics of teacher education.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	• **The concept of teaching and** • **Teaching as an art or science** • **Qualities of a good teacher**	50 minutes	Put student teachers into small groups to identify characteristics/ features of good teachers and map them against the NTS. Guide student teachers to categorise/ group features into academic, professional and personal features (PDP Theme 4).	Work in small groups to identify features/ characteristics of a good teacher and place them under categories provided. Identify what characteristics they think they possess to make them good teachers and others they think they need to develop and map them against the NTS.
	Structure of the B.Ed. programme	40 minutes	**Lecturette & Independent study** Introduce students to new 4 Year B.Ed. curriculum and structure using PowerPoint. Provide them with materials (soft or hard copy) and guide them work in pairs to examine the principles and modes? of progression and expectations for each year.	Do independent reading of materials provided and provide relevant answers to questions on models of progression and expectations for each year.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Formative Assessment: (Individual and Group Presentations).** Group presentations on misconceptions and prejudices about the teaching profession and how they can be addressed. Presentation of individual reflective notes on video analysis. Core skills to be developed: digital literacy, critical thinking, collaboration and communicative skills, personal development).
Instructional Resources	• Videos from YouTube. • TESSA online education resource. Teacher education in Africa. • Resource persons. • Laptop, projectors and mobile phones.
Required Text (core)	Tamakloe, E. K., Amedahe, F. K. & Atta, E. T. (2005). Principles and practice of teaching. Accra. Black Mask Ltd.
Additional Reading List	*T-TEL (2015). Questioning, Handbook for PD Coordinators.* *T-TEL (2016). Group Work, Handbook for PD Coordinators.*
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Foundatiomns of Education in Ghana.

LESSON 2

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

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

Title of Lesson	Teaching as a Profession II					Lesson Duration	3 hours
Lesson description	The lesson focuses on exploring varying conceptions, misconceptions, prejudices and biases student teachers have about learners with special education needs (SEN), and gender. They will also be exposed to issues on inclusion and how to develop positive attitude towards learners with SEN. This would enable the student teachers reflect and interrogate their thinking, develop ways of addressing their misconceptions, removing the barriers to learn in order to develop positive orientations towards teaching learners with SEN. The lesson would be facilitated using various talk for learning approaches and video analyses.						
Previous student teacher knowledge, prior learning (assumed).	Student teachers have interacted with and have been taught by various teachers at the pre-tertiary level who would have influenced their thinking about teaching and perceptions about people with SEN. Learners would have informally interacted with people with SEN.						
Possible barriers to learning in the lesson.	Large class sizes in some colleges and especially the universities. They would have also developed stereotypes about gender and SEN which may serve as barriers to teaching and learning.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers. **E-learning opportunities:** videos from YouTube of shared experiences of accomplished teachers and educators should be shown for analysis, reflections and discussions. **Seminars:** generate group and individual creativity, discussion and reflection This could be student and/or tutor led **Independent study:** enable student teachers to engage with relevant and appropriate on issues related to teaching as a profession. This can be part of any of the above modes.						

• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed.**	Student teachers should be able to demonstrate a clear understanding of procedures for addressing the misconceptions, prejudices and barriers to teaching, learning and SEN (NTECF p.4, 13, 18, NTS 3f).

	Learning Outcomes:	Learning Indicators	Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity.
• **Learning Outcome for the lesson, picked and developed from the course specification.** • **Learning indicators for each learning outcome.**	Demonstrate a clear understanding of and procedures for addressing the misconceptions, prejudices and barriers to teaching, learning and Special Education Needs (SEN), (NTECF p.4, 13, 18, NTS 3f).	• Write down some misconceptions and barriers to teaching and learning of girls and learners with SEN. • Discuss various ways of addressing their misconceptions and barriers to teaching and learning in inclusive and multigrade settings. • Identify and reflect on their own characteristics and how these can create potential advantages or barriers when working with pupils with backgrounds different from theirs.	Communication and reflective skills will be developed through examination and noting of misconceptions. Respect for diversity and inclusivity will be imbibed through discussion and mixed groupings. Digital literacy will be acquired by surfing with handheld devices and tablets in class.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Misconceptions and traditional beliefs about learners with SEN and gender and barriers affecting inclusion.	**Misconceptions and traditional beliefs about learners with SEN and gender.**	30 minutes	**Face-to-Face:** Tutor initiates discussion by asking student teachers to indicate the various characteristics of students they schooled with at the basic and high school level and those they are with in class now (PDP Theme 2).	**Face-to-Face:** Student teachers identify and mention characteristics and diversities noted among colleagues e.g. sex differences, colour, ethnic/tribal, religious, intellectual, stature, socio-economic etc.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Forms/types and causes of SEN: intellectual disability (ID), visual impairment (VI), hearing impairment (HI), physical disability (PD).	1 hour 30 minutes	**Independent learning/ seminar:** Tutor puts student teachers in groups of 4 or 5 to write down some of the traditional beliefs and misconceptions society has about people with SEN. **Lecturette/ Independent study:** Tutor initiates discussion on forms and causes of these disabilities. Student teachers work in mixed ability groups of 5 to 7 on physiological and environmental causes of ID, HI, VI and PD for poster/oral presentations. Tutor should establish link with threats to development in psychology in level 200. (PDP Theme 4).	**Independent learning/ seminar:** Student teachers work in groups on the task assigned and present report. They discuss the similarities and differences in points noted. **Independent study:** Student teachers work in groups in class and surf internet with their phones for the group tasks. Student teachers present findings orally or using posters. Student teachers should explain how the types identified create barriers to learning. Other members of the class ask questions and assess presentations.
Barriers affecting inclusion; need for inclusion; approaches/ strategies for promoting inclusion.	**Conceptions about inclusion** **Causes of exclusion in school** **The need for inclusion and strategies for promoting inclusion in schools.**	1 hour	**E-learning Opportunities:** Tutor/ lecturer shows video on inclusion and guides them to analyse and discuss (PDP Theme 4: pp35).	**E-learning Opportunities:** Student teachers watch videos on inclusion and comment on ways learners are excluded and how inclusion is promoted.
			Independent learning Guide student teachers to examine their individual characteristics and how these will promote or inhibit learning of pupils. Guide them through discussions on how characteristics that would serve as barriers to learning can be addressed.	Think-pair-share with peers' characteristics that would serve as barriers and how they can be addressed.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson.	**In-lesson Assessment** Group poster presentations on misconceptions and beliefs about learners with SEN; barriers to learning and strategies to promote inclusivity in diverse learning contexts. Student teachers should be given the opportunity to assess each other's presentations.
Instructional Resources	• Videos from YouTube. • Laptop, projectors and mobile phones.
Required Text (core)	Avoke, M. (2005). Introduction to special education. Accra: City Publishers.
Additional Reading List	*Yepkle, E., & Deku, P. (2014). Introduction to exceptional children. Winneba: Department of Special Education, UEW.* *Government of Ghana (2015). Inclusive education policy. Accra: GOG.* *T-TEL (2015), Questioning, Handbook for PD Coordinators.* *T-TEL (2016), Group Work, Handbook for PD Coordinators.*
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Foundatiomns of Education in Ghana.

LESSON 3

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

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

Title of Lesson	Historical, philosophical and sociological trends of education in Ghana I				Lesson Duration	3 hours
Lesson description	Student teachers will be exposed to the historical, sociological and ideological issues that influenced the changing phases of Ghana's educational system. They would have the opportunity to interrogate and critique the educational philosophy of the Christian missionaries, the colonial governments, the immediate post-independence era and the ideologies that have influenced the current dispensation. This would enable them to appreciate the significance of educational philosophies out of which they would be able to develop their personal teaching philosophies that would guide their practice.					
Previous student teacher knowledge, prior learning (assumed)	Student teachers attended basic and high schools that where either established by the missionaries or government. Additionally, they may have personal philosophies about life and varying reasons for choosing to become teachers.					
Possible barriers to learning in the lesson	Student teachers may have little or no idea about philosophical underpinnings of education.					
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** discussion, lecturette, think, pair share should be used in facilitating lessons. **E-learning opportunities:** student teachers would surf the internet and download relevant literature required for presentations analyse videos of teaching philosophies shared by experienced teachers. **Seminars:** Student teachers would prepare and do presentations in groups and individuals. **Independent Study:** Student teachers would be given themes and topics to research on for presentation and also develop their own teaching philosophies.					

• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes.** An expanded version of the description. • **Write in full aspects of the NTS addressed**	Exhibit sound knowledge and understanding of relevant historical, philosophical and sociological trends that have influenced education and teaching in Ghana, NTECF p.68, NTS 1f).

	Learning Outcomes:	Learning Indicators	Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
• **Learning Outcomes for the lesson, picked and developed from the course specification.** • **Learning indicators for each learning outcome.**	Exhibit sound knowledge and understanding of relevant historical, philosophical and sociological perspectives that have influenced education and teaching in Ghana (NTECF p.68, NTS 1f).	• Explain the relationships between culture, education and the curriculum using a concentric model. • Discuss the role of the various philosophical and sociological perspectives that have influenced education in Ghana.	• **Communication skills:** through critiquing and presentations. • **Digital literacy:** Surfing the internet for relevant information on themes to be discussed. • **Personal development:** Through presentation and developing of arguments. • Respect and diversity through mixed group presentations.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Introduction to Historical, philosophical and sociological background of education before Ghana's independence.	**The meaning and relationship among education, curriculum and culture.**	1 hour 30 minutes	**Face-to-face** Tutor reviews previous knowledge of student teachers. Leads brain storming and brain writing session on meanings of concepts and how they are related. Puts student teachers into mixed-gender groups of 4-5 or pyramid discussion groups to look for meanings online (PDP Theme 4). Uses concept maps in organizing and representing relationships among major concepts.	**Face-to-face:** Talk about the type of SHS they attended. Brainstorm on the meanings of the various concepts. Use mobile phones to search for various meaning of the concepts and identify relationships and present to class or share with other groups.
	The meaning and relevance of educational Philosophy and aims of education.	1 hour 30 min	**Independent study:** Direct student teachers to search for the meaning and the importance of philosophy and aims of education. **Face-to-Face:** Tutor/ lecturer links the exercise to the meaning of educational philosophy and leads a discussion on the various philosophical traditions and their roles in education by developing a matrix (PDP Theme 2).	**Independent study:** Search for the meaning and the importance of philosophy online with their phones. Share their findings in small groups and develop group posters. Listen, answer and ask questions for clarification. Prepare and present a grid/ matrix of the various philosophies and the roles for presentation.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson.	**In-lesson Assessment** Individual and Group Presentations on the relationships between education, culture and the curriculum using the model. Present the various philosophical traditions and their roles on a grid/matrix. This should be added to next weeks' presentation for scoring. **Assesses CLO 2 (NTS 1f)** NTS 1f: Develops a positive teacher identity and acts as a good role model for students.
Instructional Resources	• YouTube videos. • Resources persons. • Projectors and computers.
Required Text (core)	*Aboagye, J. K. (2002). Historical and philosophical foundations of education in Ghana. Accra: Media Guard Ltd.* *Knight, G. R. (2006). Philosophy and education. Berrien Springs, Michigan: Andrews University Press.*
Additional Reading List	Tamakloe, E. K., Amedahe, F. K. & Atta, E. T. (2005). Principles and practice of teaching. Accra: Black Mask Ltd. T-TEL (2015). Questioning, Handbook for PD Coordinators. T-TEL (2016). Group Work, Handbook for PD Coordinators.
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Foundatiomns of Education in Ghana.

LESSON 4

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

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

Title of Lesson	**Historical, philosophical and sociological trends of education in Ghana II**	**Lesson Duration**	**3 hours**
Lesson description	Student teachers will be exposed to the historical, sociological and ideological issues that influenced the various changing phases of Ghana's educational system before independence. They would have the opportunity to interrogate and critique the educational philosophy of the Christian missionaries and the colonial governments. This would enable them to appreciate the significance of educational philosophies out of which they would be able to develop their personal teaching philosophies in future.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been exposed to the meaning of philosophy and the various philosophical traditions in education.		
Possible barriers to learning in the lesson	Student teachers have little or no idea about the history of education in Ghana. Colleges of education or universities especially may have large class sizes.		

Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** discussion, lecturette, think, pair-share should be used in facilitating lessons. **E-learning opportunities:** student teachers would surf the internet and download relevant literature required for presentations analyse videos of teaching philosophies shared by experienced teachers. **Seminars:** student teachers would prepare and do presentations in groups and individuals. **Independent Study:** student teachers would be given themes and topics to research on for presentation and also develop their own teaching philosophies.

• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed.**	Exhibit sound knowledge and understanding of the relevant historical, philosophical and sociological trends that have influenced education and teaching in Ghana before independence (NTECF p.68, NTS 1f).

	Learning Outcomes:	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
• **Learning Outcome for the lesson, picked and developed from the course specification.** • **Learning indicators for each learning outcome.**	Exhibit sound knowledge and understanding of relevant historical, philosophical and sociological trends that have influenced education and teaching in Ghana before independence (NTECF p.68, NTS 1f).	• Identify the various perspectives that have influenced education in Ghana before independence through poster presentations. • Discuss the key aspects of the Accelerated Development Plan of 1951.	• Develop critical thinking, reflective and analytical skills by developing and examing their own philosophy. • Personal development: Through presentation and developing of arguments.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent work.				
Historical development of education in Ghana before independence.	**The rationale, philosophy and aims of traditional (indigenous education).**	15 minutes	**Face-to-face:** Review student's previous knowledge through questions and link it to the topic for discussion (PDP Theme 2).	Provide relevant responses.
		45 minutes	**Independent study:** put student teachers into small groups based on day or month of birth and assigns them different themes to work on- (i. what traditional/indigenous education is; ii. aims and iii importance), (PDP Theme 4).	Work in small groups on the various themes assigned them and present to the class.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Educational philosophy and aims of the Christian missionaries (castle schools). **Educational philosophy and aims of the colonial governments** **The Accelerated Development Plan (ADP) of 1951.**	2 hours	**Independent study:** Put student teachers into small groups based on day of birth and assigns them different themes to work on the rationale for starting castle schools by various missionaries/colonial governments, and some core principles: e.g. Wesleyan, Basel, Catholic, Society for the Propagation of the Gospel, Guggisberg etc. (PDP Theme 3, pp61). **Independent study:** Give a reading and presentation assignment on the rationale and key principles underlining the ADP 1951 to be presented the following week (PDP Theme 4).	Work in smaller groups on a particular missionary group based on their day of birth. Student teachers share findings with whole class through presentations for questions and contributions from colleagues. Work in groups to prepare a 3-page summary on rationale and key principles underlining the ADP 1951 and the Education Act of 1961 for presentation the following week.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson.	**In-lesson Assessment:** Individual and Group Presentations of exercises in class to be assessed by student teachers themselves. **Semester project:** Student teachers will refine and submit their group presentations in the next lesson.
Instructional Resources	• YouTube videos. • Projectors, computers and mobile phones.
Required Text (core)	*Aboagye, J. K. (2002). Historical and philosophical foundations of education in Ghana. Accra: Media Guard Ltd.*
Additional Reading List	Knight, G. R. (2006). Philosophy and education. Berrien Springs, Michigan: Andrews University Press. T-TEL (2015), Questioning, Handbook for PD Coordinators. T-TEL (2016), Group Work, Handbook for PD Coordinators. T-TEL (2016), Talk for Learning, Handbook for PD Coordinators.
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Foundatiomns of Education in Ghana.

LESSON 5

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

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

Title of Lesson	**Historical, philosophical and sociological trends of education in Ghana III**		**Lesson Duration**	**3 hours**
Lesson description	Student teachers will be exposed to the historical, sociological and ideological issues that influenced the various changing phases of Ghana's educational system after independence. They would have the opportunity to interrogate and critique the educational philosophy of the immediate post-independence educational reforms and the ideologies that have influenced the current dispensation. This would enable them to appreciate the significance of educational philosophies out of which they would be able to develop their personal teaching philosophies to guide their practice in future.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been exposed to the historical and philosophical issues that have influenced education in Ghana before independence. Additionally, they may have personal philosophies about life and varying reasons for choosing to become teachers.			
Possible barriers to learning in the lesson	Colleges of education and universities may have large class sizes.			

Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** discussion, lecturette, think, pair share should be used in facilitating lessons. **E-learning opportunities:** student teachers would surf the internet and download relevant literature required for presentations analyse videos of teaching philosophies shared by experienced teachers. **Seminars:** student teachers would prepare and do presentations in groups and individuals. **Independent Study:** student teachers would be given themes and topics to research on for presentation and also develop their own teaching philosophies.

• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed.**	Exhibit sound knowledge and understanding of relevant historical, philosophical and sociological trends that have influenced education and teaching in Ghana after independence and develop socio-cultural identity and a personal teaching philosophy (NTECF p.68, NTS 1f).

• **Learning Outcome for the lesson, picked and developed from the course specification.** • **Learning indicators for each learning outcome.**	**Learning Outcomes:**	**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Exhibit sound knowledge and understanding of relevant historical, philosophical and sociological trends that have influenced education and teaching in Ghana after independence and develop a socio-cultural identity and a personal teaching philosophy (NTECF p.68, NTS 1f).	• Identify the key perspectives that have influenced education in Ghana after independence through poster presentations. • Develop and explain their personal teaching philosophy.	• Communication skills: through critiquing and presentations of philosophy. • Digital literacy: Surfing the internet for relevant information on themes to be discussed. • Personal development: Through presentation and developing of arguments on philosophy. • Respect and diversity: using group activities with members having diverse characteristics.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent work.				
Historical development of education in Ghana after independence.	**The rationale, philosophy and aims of the Education Act of 1961.**	1 hour	**Face-to-face** Reviews RPK through questions and initiates a student-led discussion on the ADP 1951 and the Education Act of 1961 (PDP Theme 2).	Do presentations on the ADP 1951 and the Education Act of 1961, identify the rationale and key issues and draw linkages between the two.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Kwapong Committee review of 1966 Dzobo Committee reform of 1974. **Evans Anfom Committee review of 1987.** **Anamuah-Mensah Committee review of 2002.**	2 hours	**Independent study/ seminar:** Put (Group) student teachers into small groups of 5 to read and prepare presentations on rationale and key issues in the reviews/reforms of 1966, 1974, 1987 and 2002. Guide presentations by asking probing questions (PDP Theme 2).	• Work in their groups by searching information from the internet with phones, reading and preparing presentations (poster or power point) rationale and key issues in the reviews/ reforms indicated. • Look for linkages between these changing phases. • Student teachers ask questions after presentations and assess themselves.
	Developing personal teaching philosophies.	1 hour	**Face-to-Face:** Guide student teachers in summarizing key issues and emerging trend from presentations so far. Initiates whole class discussion on the relevance of an educational philosophy (Theme 3). **Independent study:** Tutor presents his/ her personal teaching philosophy and provides constituents and steps to be considered in developing personal teaching philosophies and examine its consistency with national teacher education philosophy. • Your conception of teaching and learning. • A description of what kind of teacher you want to be. • Justification for why you want to teach that way. • Sample a few for discussion in class.	• In a whole class discussion student teacher express their views on the relevance of an educational philosophy. • Student teachers ask questions based on teaching philosophy. • Student teachers follow steps and procedures in creating personal teaching philosophies and pair and share.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**In-lesson Assessment: Individual and Group Presentations** • Mixed-group presentation on historical and philosophical trends that have influenced Ghana's education system after independence. • Individual presentations on personal teaching philosophy as part of Portfolio. **Semester Project: Revised presentations should be resubmitted next week** Assesses CLO 2 (NTS 1f) NTS 1f: Develops a positive teacher identity and acts as a good role model for students.
Instructional Resources	• YouTube videos. • Projectors and computers.
Required Text (core)	*Aboagye, J. K. (2002). Historical and philosophical foundations of education in Ghana. Accra: Media Guard Ltd.*
Additional Reading List	Tamakloe, E. K., Amedahe, F. K. & Atta, E. T. (2005). Principles and practice of teaching. Accra: Black Mask Ltd. Knight, G. R. (2006). Philosophy and education. Berrien Springs, Michigan: Andrews University Press. T-TEL (2015), Questioning, Handbook for PD Coordinators. T-TEL (2016), Talk for Learning, Handbook for PD Coordinators.
CPD needs	Developing personal teaching philosophy and professional teacher identity and their relevance.

LESSON 6

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

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

Title of Lesson	Introduction to the basic education (pre-tertiary) curriculum in Ghana		Lesson Duration	3 hours
Lesson description	Student teachers would discuss the philosophy, aims and structure of the basic education curriculum in Ghana. This would be done through various interactive modes.			
Previous student teacher knowledge, prior learning (assumed)	Students have an understanding of philosophy and aims of pre and post independent reforms and structure of the education system in Ghana.			
Possible barriers to learning in the lesson	Some student teachers may have unresolved issues about the frequent changes in the educational programmes.			

Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** Discussion, lecturette, think, pair share should be used in facilitating lessons. **E-learning opportunities:** Student teachers would surf the internet and download relevant literature required for presentations analyse videos of teaching philosophies shared by experienced teachers. **Seminars:** Student teachers would prepare and do presentations in groups and as individuals. **Independent Study:** Student teachers would be given themes and topics to research on for presentation.

• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed.**	Demonstrate knowledge and understanding of the philosophy, aims and structure of basic education curriculum in Ghana and examine various policies that have influenced teaching and learning in diverse contexts.

	Learning Outcomes:	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
• **Learning Outcome for the lesson, picked and developed from the course specification.** • **Learning indicators for each learning outcome.**	Demonstrate knowledge and understanding of the philosophy, aims and structure of basic education curriculum in Ghana (how would they demonstrate these?).	• Examine the philosophy and aims of basic education curriculum in Ghana. • Describe the nature and structure of the basic education curriculum. • Distinguish between the assessment benchmarks for phases of basic education in Ghana.	• Develop critical thinking and analytical skills. Respect for diversity and inclusion by working in groups. • Develop collaboration and communication skills. • Digital literacy through the surfing the net with phones.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent				
Philosophy, aims and structure of basic education in Ghana.	**Philosophy and aims of the basic education in Ghana.**	30 minutes	**Face-to-face:** Guide student teachers to review RPK on the pre- and post-independent reforms through probing questions. Tutor/lecturer leads discussion on the philosophy and aims of the current basic education programme in Ghana. Use questioning to identify the similarities and differences between previous and current programs. (PDP Theme 2, pp28).	• Listen and answer questions. • Identify similarities, differences and relationships between the philosophies, aims and structure of the previous and current basic education programmes in.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Rationale, aims and structure of the early grade programme. **Rationale, aims and structure of the primary programme.** **Rationale, aims and structure of the JHS programme.**	2 hours	**Independent study:** Put student teachers into small mixed sex/ gender and mixed ability groups to examine the rationale, goals/ standards and structure of various subjects at the early grade, primary and JHS phases of the basic education program.	Independent study: Work in smaller groups to examine the rationale, goals/ standards and structure of various subjects across the three phases. • Each group works on a subject at a particular level. • Groups are made to pair and share their reports. Developed posters hanged on walls in class.
		30 min	Teacher summarizes discussions on various policies/ programs influencing the implementation of the basic education programme for the next lesson e.g. Inclusivity and free education policies (PDP Theme 4, p41).	Search and prepare summaries on rationale and importance of such policies.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**In-lesson Assessment:** Student teachers revise and submit posters/presentations on rationale, goals, assessment benchmarks and structure of the subjects they worked on. **Assesses CLO 3 (NTS 2a, 2d)** NTS 2a: Demonstrates familiarity with the education system and key policies guiding it. NTS 2d: At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.
Instructional Resources	• Early grade, primary and JHS programme documents for Ghana. Syllabus for various subjects' studies across the three phases. • Projectors, computers and mobile phones.
Required Text (core)	*Aboagye, J. K. (2002). Historical and philosophical foundations of education in Ghana. Accra: Media Guard Ltd.*
Additional Reading List	Tamakloe, E. K., Amedahe, F. K. & Atta, E. T. (2005). Principles and practice of teaching. Accra: Black Mask Ltd. Knight, G. R. (2006). Philosophy and education. Berrien Springs, Michigan: Andrews University Press. T-TEL (2015), Questioning, Handbook for PD Coordinators. T-TEL (2016), Group Work, Handbook for PD Coordinators.
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Foundatiomns of Education in Ghana.

LESSON 7

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

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

Title of Lesson	Introduction to policies in basic education in Ghana		Lesson Duration	3 hours
Lesson description	Student teachers would discuss the rationale, importance and implications of some policies affecting teaching and learning in basic schools in Ghana. The extent to which such policies promote or inhibit learning would be examined and ways of addressing them explored. The course would be delivered through discussions and presentations by student teachers and reflections from focused activities from school visits.			
Previous student teacher knowledge, prior learning (assumed)	Students have studied about the philosophy, aims and structure of the basic education curriculum in Ghana and is observing the teaching and learning of the subjects.			
Possible barriers to learning in the lesson	• Students may have some misconceptions about some policies and their effects on teaching and learning in Ghana.			

Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** Discussion, lecturette, think, pair-share should be used in facilitating the lesson. **E-learning opportunities:** Student teachers would surf the internet and download relevant literature required for presentations and analyse videos of teaching philosophies shared by experienced teachers. **Seminars:** Student teachers would prepare and do individual and groups presentations. **Independent Study:** Student teachers would be given themes and topics to research on for presentation.

• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed.**	Demonstrate knowledge and understanding of some policies affecting teaching and learning in basic schools in Ghana and examine their importance and implications.			

• **Learning Outcome for the lesson, picked and developed from the course specification.** • **Learning indicators for each learning outcome.**	**Learning Outcomes:**	**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Demonstrate knowledge and understanding of some policies affecting teaching and learning in basic schools in Ghana and examine their importance and implications.	• Identify some policies affecting teaching and learning in basic schools in Ghana. • Discuss the importance of the policies and examine their implications for teaching and learning in basic schools in Ghana.	• Respect for and appreciation of diversity from doing group activities with members having diverse characteristics. • Digital literacy is acquired by surfing with devices. • Collaboration and communication skills enhanced through group work.

Topic Title	**Sub-Topic:**	**Stage/ time**	**Teacher Activity**	**Student Activity**
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Basic education policies in Ghana	**Inclusive Education (IE) Policy**	30 minutes	**Face-to-face:** Review RPK using questions and establish a link between policies and the basic school curriculum (PDP Theme 2).	Provide answers to probing questions.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Standards and guidelines for the implementation of the IE policy. **Free Compulsory Universal Basic Education (FCUBE).**	1 hour	**Independent study:** Put Student teachers into groups of 5 to 7 depending on size of class. Group leaders should ballot to select a policy to work on. Provide soft or hard copies of policies for student teachers to identify rationale, key issues and examine the importance and implications for teaching and learning in basic schools in Ghana. Guide student teachers to explore how the policy promotes or inhibits learning.	Student teachers work on selected policies in their various groups on sub-themes provided. Student teachers prepare power point slides for presentation on policies. Explore their strengths, barriers to learning and how they can be addressed.
	School Feeding Programme and Safe school Policy.		Tutor moves from one group to the other to listen and take part in discussions (PDP Theme 4).	
		1 hour 30 minutes	**Seminar:** Guide student teachers, asks questions and contribute to presentation. Each group is given about 10 minutes each to present (depending on number of groups), (PDP Theme 4).	Do PowerPoint presentations on selected policies using the themes as a guide. They respond to questions and revise work with contributions made for final submission.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Formative Assessment:** Student teachers revise and submit presentations made. **Assesses CLO 3(NTS 2a, 2d)** NTS 2a: Demonstrates familiarity with the education system and key policies guiding it. NTS 2d: At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.
Instructional Resources	• Early grade, primary and JHS programmes for Ghana. • Syllabus for various subjects studied across the three phases. • Projectors, computers and mobile phones.
Required Text (core)	*Aboagye, J. K. (2002). Historical and philosophical foundations of education in Ghana. Accra: Media Guard Ltd.*
Additional Reading List	Tamakloe, E. K., Amedahe, F. K. & Atta, E. T. (2005). Principles and practice of teaching. Accra: Black Mask Ltd. Knight, G. R. (2006). Philosophy and education. Berrien Springs, Michigan: Andrews University Press. T-TEL (2015), Questioning, Handbook for PD Coordinators. T-TEL (2016), Group Work, Handbook for PD Coordinators.
CPD needs	Selected education policies and reforms in Ghana and their implications.

LESSON 8

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

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

Title of Lesson	Introduction to Teacher Education in Ghana				Lesson Duration	3 hours
Lesson description	The purpose of this lesson is to introduce student teachers to the concepts, processes and models of teacher education in Ghana.					
Previous student teacher knowledge, prior learning (assumed)	Student teachers have studied some policies that have influenced accessibility and equity, teaching and learning in basic schools in Ghana.					
Possible barriers to learning in the lesson	• Some student teachers may have unresolved issues about the teaching profession.					

Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** using a tutor and / or student teacher led approaches, there will be an opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. **Seminars:** generate group and individual creativity, discussion and reflection: student and/ or tutor led. **Independent study:** enable student teachers to engage with relevant and appropriate teacher-centred policies and educational policies in general to promote individual and collaborative enquiry and in-depth analysis. This can be part of any of the above modes. **E-learning opportunities:** use E-learning platform to investigate any educational policy in Ghana. This can be part of any of the above modes of delivery.

• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes.** **An expanded version of the description.** • **Write in full aspects of the NTS addressed.**	Demonstrate knowledge and understanding of the concepts, processes and models of teacher education in Ghana.

	Learning Outcomes:	Learning Indicators	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
• **Learning Outcome for the lesson, picked and developed from the course specification.** • **Learning indicators for each learning outcome.**	Demonstrate knowledge and understanding of the concepts, processes and models of teacher education in Ghana and the importance of professional development.	• Discuss the processes in teacher education programmes and their importance. • Discuss the models of teacher education and the importance of CPD. • Discuss the role of teachers in national development.	• Communication skills: through critiquing and presentations. • Digital literacy: Surfing the internet for relevant information on themes to be discussed. • Personal development: Through presentation and developing of arguments. • Respect and diversity: using group activities with members having diverse characteristics.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Introduction to teacher education in Ghana	**The concept teacher education and -Teacher education process (Pre-service, Induction, Continuing Professional Development). Teacher education models (consecutive and concurrent).**	20 minutes	**Face-to face:** Use questions to initiate discussion on the role of teachers and the need to train teachers. Guide student teachers to explore meaning of teacher education.	Provide responses by searching using the internet.

Topic Title	Sub-Topic:	Stage/time	Teacher Activity	Student Activity
	Role of teachers in national development	1 hour	Tutor-led discussion on the processes/stages and models of teacher education: • Pre-service (Initial teacher training); consecutive and concurrent models. • Induction. • Continuing Professional Development (CPD), (PDP Theme 2).	Listen attentively and contribute to discussion by responding and asking questions.
		40 minutes	• **Independent study:** Put student teachers in pairs to work on the characteristics and importance and relevance of CPD to teacher development in Ghana	Students work in pairs on the importance of CPD. Randomly selected groups present to whole class. Other groups compare with what they have and ask questions.
		1 hour	• **Independent study:** Use pyramid discussion as a strategy for student teachers to discuss the role of teachers in national development (PDP Theme 3, pp67) Tutor summarises discussions or findings and requests final scripts from the bigger groups.	Work in pairs and join other pairs after 5 minutes in a concentric fashion until groups become bigger. Groups present ideas they identify as common and those that are peculiar to whole class.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**In-lesson Assessment:** Groups revise and submit presentation made by the bigger groups. **Assesses CLO 5(NTS 2a)** NTS 2a: Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.
Instructional Resources	• Projector laptop and mobile phones.
Required Text (core)	*T TEL (2018) Preparing tutors for the delivery of the national teachers' standard-based Bachelor of Education curriculum. Handbook for PD Coordinators.*
Additional Reading List	T TEL (2018) National teachers' standard and teacher education curriculum framework for Ghana. Handbook for PD Coordinators. T TEL (2018) The Tutor as a researcher. Handbook for PD Coordinators. T-TEL (2015), Questioning, Handbook for PD Coordinators. T-TEL (2016), Talk for Learning, Handbook for PD Coordinators.
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Foundatiomns of Education in Ghana.

LESSON 9

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

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

Title of Lesson	The Structure of the new Teacher Education programme in Ghana	Lesson Duration	3 hours
Lesson description	The purpose of this lesson is to introduce student teachers to the evolution of the teaching profession and policies that have shaped the profession in Ghana. Students will be given the opportunity to compare and contrast various teacher education Course will be delivered through interactive techniques and strategies.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to teacher education and some policies that have influenced accessibility and equity, teaching and learning in basic schools in Ghana and can state these.		
Possible barriers to learning in the lesson	Some student teachers may have unresolved issues about the teaching profession.		

Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** Using a tutor and / or student teacher led approaches, there will be an opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. **Seminars:** generate group and individual creativity, discussion and reflection. This will be student and/or tutor led. **Independent study:** enable student teachers to engage with relevant and appropriate teacher-centred policies and educational policies in general to promote individual and collaborative enquiry and in-depth analysis. This can be part of any of the above modes. **E-learning opportunities:** involve the use of E-learning platform to investigate any educational policy in Ghana. This can be part of any of the above modes of delivery.

• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes.** An expanded version of the description. • **Write in full aspects of the NTS addressed.**	Demonstrate knowledge and understanding of the evolution and structure of teacher education in Ghana and examine some selected educational policies in Ghana that have influenced changes and practice over the years.

	Learning Outcomes:	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
• **Learning Outcome for the lesson, picked and developed from the course specification.** • **Learning indicators for each learning outcome.**	Demonstrate knowledge and understanding of the structure of the new 4-year teacher education programme in Ghana.	• Analyse the factors that led to the development of the new B.Ed. programme. • Examine the rationale of the new 4-year B.Ed. programme. • Compare and contrast the structure of the current teacher education programme to previous ones.	Communication skills and collaborative skills through critiquing and presentations. Personal development: Through presentation and developing of arguments. Respect and diversity: using group activities with members having diverse characteristics.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
The structure of the new 4-year teacher education programme in Ghana		20 minutes	**Face-to face:** Tutor/ lecturer uses questions to review RPK: some policies and the role of teachers in national development.	Student teachers provide responses.
	Factors and rationale for the new teacher education programme	30 minutes	**Independent study:** Tutors/lecturers put student teachers into groups of 5 and examine the reasons for developing the new B.Ed. program and the rationale (PDP Theme 3 & 4).	Student teachers work in their groups by search for information form reference material provided. Student teachers must take not of the rationale for reviewing teacher education and qualification.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Structure for the new teacher education programme.	30 minutes	Guide student teachers to stay in their groups and discuss the structure/ model and features of the new B.Ed. program.	Discuss structure and features of programme in groups.
	Changing phases of teacher education after independence in Ghana and the New 4-year Bachelor of Education programme.	40 minutes	**Lecturette & Independent study** Guide student teachers to compare and contrast previous system (DBE) and current B.Ed. program e.g. structure, assessment practices etc.	Discuss and compare and contrast previous teacher education programme (DBE) to current one and what makes the current one unique.
	Key policies influencing teacher education in Ghana.	60 minutes	**Independent study:** Put student teachers in pairs to examine the 3 domains in the NTS and the NTECF. Call pairs to present at random (PDP Theme 6 & 9).	**Independent study:** Put student teachers in pairs to examine the 3 domains in the NTS and the NTECF. Call pairs to present at random (PDP Theme 6 & 9).
			Face-to-face: Tutor leads student teachers in summarizing by identifying the rationale, key features and structure of the new teacher education program in Ghana on a poster.	

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Formative Assessment:** Student teachers do group and pair presentations on comparison between previous and current teacher education programmes. Student teachers should be asked to visit schools around to find out from teachers and community members about the relationship between the school and the community. They should report on this in the next lesson. **Asseses CLO 3(NTS 2a;2b)** NTS 2a: Demonstrates familiarity with the education system and key policies guiding it. NTS 2b: Has comprehensive knowledge of the official school curriculum, including learning outcomes. **Weight 20%.**
Instructional Resources	• National Teachers Standards. • National Teacher Education Curriculum Framework.
Required Text (core)	*Aboagye, J. K. (2002). Historical and philosophical foundations of education in Ghana. Accra: Media Guard Ltd.*
Additional Reading List	T TEL (2018) National teachers' standard and teacher education curriculum framework for Ghana. Handbook for PD Coordinators T TEL (2018) The Tutor as a researcher. Handbook for PD Coordinators. T TEL (2018) Preparing tutors for the delivery of the national teachers' standard-based Bachelor of Education curriculum. Handbook for PD Coordinators.
CPD needs	The structure of the New 4-year B.Ed. programme, models of progression and graduate expectations.

LESSON 10

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

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

Title of Lesson	**School-Community Partnership**					Lesson Duration	3 hours
Lesson description	The purpose of this lesson is to assist student teachers to develop knowledge and understanding of the need for a healthy inclusive school-community relationship. The types, principles and how a healthy school-community relationship can be promoted will be explored.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been taken through the structure of the B.Ed. curriculum. Suggestion: Student teachers are familiar with PTA and their own experiences of their parents engaging with the school and have prepared report from field trips.						
Possible barriers to learning in the lesson	• Student teacher may have unresolved issues about the teaching profession.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** Using a tutor and / or student teacher led approaches, there will be an opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. **Seminars:** to generate group and individual creativity, discussion and reflection: student and/or tutor led. **Independent study:** enable student teachers engage with relevant issues. **E-learning opportunities**: use E-learning platform to investigate issues online.						

• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes.** **An expanded version of the description.** • **Write in full aspects of the NTS addressed.**	Develop knowledge and understanding of the need for a healthy, inclusive school-community relationship (NTS 1g, 2f; NTECF 13).		
• **Learning Outcome for the lesson, picked and developed from the course specification.** • **Learning indicators for each learning outcome.**	**Learning Outcomes:**	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Develop knowledge and understanding of the need for a healthy inclusive school-community relationship (NTS 1g, 2f; NTECF 13).	• Discuss the need for inclusive school-community relationship. • Explain how to promote a healthy school-community partnership.	• Communication skills: through critiquing and presentations. • Digital literacy: Surfing the internet for relevant information on themes to be discussed. • Personal development: Through presentation and development of arguments. • Respect for diversity: using group activities with members having diverse characteristics.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent work.				
School-community relationship	**The concept school-community relationship**	30 minutes	**Field Observation:** Before the lesson, student teachers would have undertaken field observation. **Face-to-face:** Teacher uses the following: discussions, brainstorming, question and answer to review previous knowledge (PDP Theme 2). Tutor requests field report to be presented by randomly selected groups.	• Respond to questions and present report from field observation. • Discuss and share experiences on how to promote school-community relationship.
	Types of school-community relationship	1 hour	**Individual study and seminar:** Put student teachers into groups by day of birth or month of birth.	Student teachers work in groups on the theme selected by using their phones and tablets in class to search for information online.
	Principles of school-community relationship	1 hour 30 minutes	Group leaders should be made to pick by lottery and prepare for presentation. Tutor moves round to guide and participate in discussion	Student teachers prepare PowerPoint slides and present in groups.
	Role of Teacher-learner in the society and the need for a healthy school-community relationship		Tutor uses concept mapping to summarize issues raised (PDP Theme 4).	
	Promoting a healthy school-community relationship			

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Formative Assessment** Summary of Assessment Method: Mixed ability and gender -based group and semester projects on how to promote healthy school-community relationship (groups should work on different themes). **Assesses CLO 4 (NTS 1g)** NTS 1g: Sees his or her role as a potential agent of change in the school, community and country Core skills to be developed: respect for diversity, critical thinking, digital literacy, collaboration and communicative skills, personal development.
Instructional Resources	• Laptops • Projector • Mobile phones
Required Text (core)	*Afful-Broni, A. (2009). The school as a social unit. Cape Coast: Edsam Press.*
Additional Reading List	T-TEL (2015), Questioning, Handbook for PD Coordinators. T-TEL (2016), Group Work, Handbook for PD Coordinators. T-TEL (2016), Talk for Learning, Handbook for PD Coordinators.
CPD needs	Models and principles of school-community relationship.

LESSON 11

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

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

Title of Lesson	Technology and Society					Lesson Duration	3 hours
Lesson description	The focus of this lesson is to assist student teachers to develop knowledge and understanding of the importance of technology to teaching and learning, and the society. Explain how misconceptions about the use of ICT can be addressed.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers use ICT in their everyday life. Student teachers have basic knowledge of ICT.						
Possible barriers to learning in the lesson	• Student teachers have varied levels of ICT skills.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** using a tutor and/or student teacher led approaches, there will be an opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. **Seminars:** generate group and individual creativity, discussion and reflection. This will be student and/or tutor led **Independent study:** enable student teachers to engage with relevant issues. **E-learning opportunities:** involve the use of E-learning platform to investigate issues online.						

• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes.** An expanded version of the description. • **Write in full aspects of the NTS addressed.**	Develop knowledge, understanding of the effects of the use of technology on teaching and learning, and on the society and explain how misconceptions about the use of ICT can be addressed (NTS 2f; NTECF 13).

	Learning Outcomes:	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
• **Learning Outcome for the lesson, picked and developed from the course specification.** • **Learning indicators for each learning outcome**	Develop knowledge and understanding of the effects of the use of technology on teaching and learning, and on the society and explain how misconceptions about the use of ICT can be addressed (NTS 2f; NTECF 13).	• Debate the effects of the use of technology on teaching and learning and societal values. • Explain how the misconceptions and myths about the use of ICT can be addressed.	• Communication skills: through critiquing and presentations. • Digital literacy: Surfing the internet for relevant information on themes to be discussed. • Personal development: Through presentation and developing of arguments. • Respect and diversity: using group activities with members having diverse characteristics.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Technology and society	**Concept of technology and social coherence.**	20 min	**E-learning opportunities:** Shows video on the use of technology and effects on society.	Student teachers comment on video(s).

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Misconceptions, barriers and myths about use of technology.	20 minutes	Uses questions to elicit comments and responses from student teachers on their observations and understanding of technology (PDP Theme 2).	Student teachers provides responses on the conception of technology.
	Abuses and effects of technology on societal values and ethics. **Appropriate use of technology for teaching and learning.**	30 minutes	**Face-to-face:** Discuss misconceptions and barriers in using technology in society and for learning.	Student teachers provide responses on misconceptions and prejudices and how they can be addressed.
		1 hour 50 minutes	**Independent study:** Use pyramid discussion by first pairing student teachers to discuss effects of and appropriate use of technology. Tutor provides guidance and support in using diamond nine to prioritize the effects and importance of technology (PDP Theme 3).	First, work in pairs and join other pairs and groups in a concentric fashion after every 6 minutes until they become 3 or 4 big groups. The big groups prioritize their ideas from the highest to the least.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**In-lesson Assessment:** Groups present their reports and results from the diamond nine activity and defend the order of arrangement. **Aseses CLO 5(NTS 2f)** NTS2f: Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching. **Weight 20%**
Instructional Resources	Indicate instructional resources
Required Text (core)	*T TEL (2018). Preparing tutors for the delivery of the national teachers' standard-based Bachelor of Education curriculum. Handbook for PD Coordinators.*
Additional Reading List	T TEL (2018) National teachers' standard and teacher education curriculum framework for Ghana. Handbook for PD Coordinators. T TEL (2018) The Tutor as a researcher. Handbook for PD Coordinators. T-TEL (2015), Questioning, Handbook for PD Coordinators. T-TEL (2016), Talk for Learning, Handbook for PD Coordinators.
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Foundatiomns of Education in Ghana.

LESSON 12

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

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

Title of Lesson	**Career-Paths and Lifelong Learning in Education**					Lesson Duration	3 hours
Lesson description	The purpose of this lesson is to assist student teachers to develop and demonstrate passion for and commitment to teaching, continuous professional development, lifelong learning and seeing themselves as agents of change in the school and community.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been taken through the following topics: Conceptions, misconceptions and barriers to teaching/ learning, SEN and gender. They also have an idea about why they want to be teachers or not.						
Possible barriers to learning in the lesson	• Not all student teachers may want to be teachers and still have their doubts and fears about choosing teaching as a career.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** using a tutor and/or student teacher led approaches, there will be an opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. **Seminars:** generate group and individual creativity, discussion and reflection. This will be student and/or tutor led. **Independent study:** enable student teachers to engage with relevant issues. E-learning opportunities –use E-learning platform to investigate issues online.						

• **Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed.**	Develop and demonstrate passion and commitment for teaching, continuous professional development, lifelong learning and seeing themselves as agents of change in the school and community (NTS 1b, 1g, p.16).		
• **Learning Outcome for the lesson, picked and developed from the course specification.** • **Learning indicators for each learning outcome.**	**Learning Outcomes:**	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Develop and demonstrate passion and commitment for teaching, continuous professional development, lifelong learning and seeing themselves as agents of change in the school and community (NTS 1b, 1g, p.16).	• Discuss the need to be passionate and committed to teaching. • Examine the need for continuous professional development and lifelong learning. • Reflect and discuss their roles as change agents in the school and community.	• Communication skills: through critiquing and presentations. • Digital literacy: Surfing the internet for relevant information on themes to be discussed. • Personal development: Through presentation and developing of arguments. • Respect and diversity: using group activities with members having diverse characteristics.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Career paths and lifelong learning in education	**Concepts of career and career paths and lifelong learning; Need for lifelong learning.**		**Face-to- face:** Initiate discussions through questions on why they want to be teachers and what their plans are for progression.	Student teachers provide responses to questions asked.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Avenues for lifelong learning (updating & upgrading).		A resource person, who is an accomplished educationist or teacher may be invited to share his/her experiences on need for lifelong learning and various career paths in education (PDP Theme 6 & 9).	Student teachers listen and take notes for reflections. They may ask questions for clarification and share their perspectives.
	Types of career-paths in education.		Discussed issues of academic and career progression and opportunities.	Student teachers ask questions for clarification and make contributions. They provide their reflections on the presentation and indicate what their plans for progression and career choices in education will be in future.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Summative Assessment:** Select topics across the various lessons for end of Semester examinations. Objectives and Essay type questions may be used. **Assesses CLO 6(NTS 1g;1f)** NTS 1f: Develops a positive teacher identity and acts as a good role model for students. NTS 1g: Sees his or her role as a potential agent of change in the school, community and country.
Instructional Resources	• Laptop • Projector • Resource Persons
Required Text (core)	T TEL (2018) Preparing tutors for the delivery of the national teachers' standard-based Bachelor of Education curriculum. Handbook for PD Coordinators.
Additional Reading List	T TEL (2018) National teachers' standard and teacher education curriculum framework for Ghana. Handbook for PD Coordinators. T TEL (2018) The Tutor as a researcher. Handbook for PD Coordinators.
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Foundatiomns of Education in Ghana.