

## CURRICULUM STUDIES IN EARLY CHILDHOOD EDUCATION

### CONTEXT

Teachers play crucial role in the process of curriculum delivery because they are the mediators between the curriculum and the learners. Their interpretation of the curriculum affects the implementation of the curriculum and the learning outcomes of students. It is therefore important to equip prospective early childhood teachers with the knowledge and skills they need to effectively implement the early childhood curriculum. This course orients prospective early childhood teachers to the early childhood curriculum and other early childhood curriculum materials such as textbooks and teachers' guide and how they are used to promote effective teaching and learning.

Course Title	<b>CURRICULUM STUDIES IN IN EARLY CHILDHOOD EDUCATION</b>						
Course Code	EBS 238	Course Level:	200	Credit Value:	2	Semester	2
Pre-requisite	Courses in Theory and Principles of ECE AND Early childhood Development.						
Course Delivery Modes	Face -to -face <sup>1</sup>	Practical Activity <sup>2</sup>	Work-Based Learning <sup>3</sup>	Seminars <sup>4</sup>	Independent Study <sup>5</sup>	e-learning opportunities <sup>6</sup>	Practicum <sup>7</sup>
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	The Early Childhood professional needs to be conversant with strategies and tools for effectively supporting the development and learning of pre-schoolers, and this course sets to achieve that objective. It will involve both theoretical and practical activities designed to provide students with skills for selecting the appropriate method for each activity they plan for children and also to produce or identify appropriate instructional materials for each activity <b>(NTCEF, NTS 1 a, b, c, d; 2 a, b, c, d ; 3 a, c, d, e, f, g, h, I, j;)</b>						
Course Learning Outcomes <sup>8</sup> : including INDICATORS for each learning outcome	<b>Outcomes</b> <ul style="list-style-type: none"> <li>design strategies and tools for effectively supporting the development and learning of preschoolers <b>(NTS 1 a, c, d; 2 a, b, c, d ; 3 a, c, d, e,f, g, h, I, j;)</b></li> <li>design activities involving theoretical perspectives and practical themes to achieve learning objectives,</li> </ul>			<b>Indicators</b> Prepare a write up for presentation on manila cards and powerpoint in class on the following topics <ol style="list-style-type: none"> <li>i. instructional practices in ECE</li> <li>ii. instructional methods in ECE</li> <li>iii. instructional strategies in ECE</li> <li>iv. instructional procedure in ECE</li> <li>v. sources of instructional methods</li> <li>vi. importance of instructional strategies</li> </ol> 2. Compile in a booklet form			

	<p><b>NTS 1 a, b, c; 2 a, b, c, d ; 3 a, c, d, e, f, g, h, I, j; )</b></p> <ul style="list-style-type: none"> <li>develop skills for selecting the appropriate method for each activity</li> </ul> <p><b>NTS 1 d, e, f, g; 2 a, b, c, d ; 3 a, c, d, e, f, g, h, I, j;)</b></p> <ul style="list-style-type: none"> <li>develop learners skills to plan for children based on specific curricular expectations and produce or identify appropriate instructional materials for each activity.</li> </ul> <p><b>NTS 1 a, b, c; 2 a, b, c, d ; 3 a, c, d, e, f, g, h, I, j;)</b></p>	<p>a. rhymes b. plays c. songs</p> <p>b. Demonstration in class how the above will be used (perform) to teach lesson in ECE</p>		
Course Content	<b>Units</b>	<b>Topics:</b>	<b>Sub-topics (if any):</b>	<b>Teaching and learning activities to achieve learning outcomes</b>
	<b>Unit 1</b>	<b>Curriculum Design</b>	<ol style="list-style-type: none"> <li>The concept of curriculum</li> <li>Curriculum principles</li> <li>Curriculum design process</li> <li>The Role of the Early Childhood Professional</li> </ol>	<ol style="list-style-type: none"> <li>Assign students to a reading task</li> <li>Brainstorming and discussion on what they read</li> <li>Students visit KG schools to observe and identify the various roles of the early childhood professionals</li> <li>Assign students on a reading text on the roles of the early childhood professionals</li> </ol> <p>3. Students compare the information from observed KG schools what they read from the given text</p>
	<b>Unit 2:</b>	<b>Child Centred Education</b>	<ol style="list-style-type: none"> <li>The practice of child centred education</li> <li>Child centred methods</li> <li>Skills required for child centred teaching</li> <li>Assessing child centred learning</li> </ol>	<ol style="list-style-type: none"> <li>Project: through expect grouping, students read on the various sub-topics</li> <li>Presentation/ Demonstration</li> </ol>

	<p><b>Unit 3</b></p>	<p><b>Pre-School Curriculum and Goals &amp; The Current ECE Curriculum</b></p>	<p>1. Appropriate pre-school goals  a. Identifying a good pre-school  b. The daily schedule  c. Promoting successful transitions  2. The Current ECE Curriculum</p>	<p>1. Through expect grouping student visit KG schools to elicit information on the various sub-topic, example,  2. The group working on daily schedules are to pick daily schedules from different schools compare and contrast  3. The groups working on identifying a good pre-school are to visit and observe different pre-schools compare and come out with what makes a god pre-school  4. Peer group Presentation and discussion  5. Students examine the current the preambles and the contents of the current ECE curriculum being used in Ghana</p>
	<p><b>Unit 4:</b></p>	<p><b>The Montessori Method</b></p>	<p>1. The principles of the Montessori method  2. The Montessori teaching process  3. Planning to teach with the Montessori method  4. Method criticism of the Montessori method</p>	<p>1. Give learner reading assignment on the topic. Students should present their findings in class  2. Let students prepare Montessori; lesson plan and teaching leaning</p>
	<p><b>Unit 5:</b></p>	<p><b>Play in Pre-School</b></p>	<p>1. Purpose of play  2. Kinds of play  3. The Role of ECE Professionals in play  4. Observation and assessment of learning through play</p>	<p>1. Let learners read on the topic  2. Let learners visit demonstration school and observe types of play  3. Let learners use checklist to assess activities of play in the demonstration school</p>

	<b>Unit 6:</b>	<b>Learning Centres</b>	<p>1.The purpose of learning centres  2.Setting up a learning centres  3.Designing learning centres activities  Guiding and assessing learning centre activities</p>	<ol style="list-style-type: none"> <li>1. Visit to established learning centres in school</li> <li>2. Project- setting up a learning, example <i>art corner, music corner</i></li> <li>3. Let learners discuss and formulate rules that will guide learning centre activities</li> <li>4. Let learners use checklist to assess the process of children at the learning centre</li> </ol>
Course Assessment Components <sup>9</sup> : (Educative assessment of, for and as learning)	<p>Reports from school visits  Group work and presentations on Lesson Plan formats based on different curriculum approaches eg, Montessori, Play-based etc; 10 marks</p> <p>Observation reports from Visits to modelled ECE centres including;</p> <ol style="list-style-type: none"> <li>a. three different types of seating arrangement</li> <li>b. classroom arrangement i.e. TLMs, learning corner, etc</li> <li>c. scheduled plans and routine ; 10 marks.</li> </ol> <p>Quiz: 20 marks  End of Semester Exams; 60 MARKS</p>			
Required Text (core)	<p>Morrison, G. S (2001). Early Childhood education Today (8th edition). New York: Prentice Hall.</p>			
Additional Reading List <sup>10</sup>	<p>Norton, D. E. (1997). The Effective Teaching of Language Arts. New York: Prentice Hall.</p> <p>Posner, G. J. and Rudnitsyi, A. N. (2001). Course design. A guide to curriculum development for teachers (6<sup>th</sup> edition). London: Longman.</p> <p>Afful-Broni, A. and Ziggah, R. S. (2006). Introduction to curriculum development in Ghana. Accra: Yamens Press Limited</p> <p>Blakemore, C. (2001). What makes a developmentally appropriate early childhood curriculum? RSA. Lecture.</p> <p>Moyeck, J (Ed) (1995). Selecting educational equipment and materials for school and home. Wheaton, M.D: Association for childhood Education International.</p>			

