CONTEMPORARY ISSUES IN EARLY CHILDHOOD EDUCATION

Course Coordinators: Dr. Esinam Ami Avornyo

E-mail: esinam.avornyo@ucc.edu.gh

CONTEXT

For early childhood teachers to be effective, there is the need to be abreast with contemporary issues in early childhood education locally and internationally. This course has been designed to expose the prospective early childhood teacher to contemporary issues that affect the delivery of quality early childhood education.

Course Title	Contemporary issues in Early Childhood Education							
Course Code	**EBS 404**	**Course Level:**	**400**	**Credit Value:**	**3**	**Semester**		**2**
Pre-requisite	Teacher trainees understand emerging issues in early childhood education across the globe.							
Course Delivery Modes	**Face -to -face [1] X**	**Practical Activity [2]**	**Work-Based Learning [3]**	**Seminars [4]**	**Independent Study [5] X**	**e-learning opportunities[6]**	**Practicum [7]**	
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	Early childhood is critically important to children's overall development. These years are impacted through a range of complex issues, such as policy development, practice-related issues and the workforce. This course aims as critically investigating these issues within the framework of equipping trainee teachers in providing quality early childhood education in Ghana. Trainee teachers will be equipped with knowledge and insights needed to develop a good grasp of key issues in the field and how these can enhance their practice in supporting children within the early years. (*NTECF; NTS 1a, 1b, 1e, 1f, 1g, 2a, 2e, 3c, 3k, 3l, 3m*).							
Course Learning Outcomes [8]: including INDICATORS for each learning outcome	Outcomes On the successful completion of the course, student teachers will be able to: **CLO1**. Demonstrate a critical awareness and understanding of early childhood education policies and appreciate the differences in policy across contexts (NTS 1a, 2a)				Indicators: 1. Explain what an education policy is 2. Identify the components of ECE policies used in Ghana and other countries 3. Analyse the Ghanaian ECE policy in relation to its context, text and consequences			

	CLO2. Demonstrate a critical understanding of what quality in early childhood education involves and its importance, identifying the gaps within the Ghanaian context (NTS 1a, 3c)	4. Critically assess and discuss the gap between the ECE policy in Ghana and implementation in early childhood classrooms
	CLO3. Demonstrate a critical engagement with the literature on age-appropriate pedagogies in early childhood education and identify issues and challenges within the Ghanaian context (NTS 1a, 2e, 3e)	5. Identify the key features of quality ECE.
		6. Critically examine the role of teachers, communities and state in ensuring quality ECE provision in Ghana
	CLO4. Demonstrate an understating of supporting children's whole development (NTS 2e, 3o)	7. Explain what effective pedagogies in ECE are
		8. Discuss the use of Montessori and play as a pedagogy in ECE and their importance
	CLO5. Demonstrate an understanding of the importance of assessing children for learning and development (NTS 3k, l, m)	9. Discuss factors that hinder the use of play in ECE
		10. Discuss the importance of the environment in supporting learning through play
	CLO6. Demonstrate an understanding of child protection issues and the importance of safeguarding young children (NTS 1a, 1b)	11. Identify the challenges impeding the use of age-appropriate pedagogies in Ghana.
		12. Critically examine the importance of supporting children's holistic development
	CLO7. Identify key issues facing the early childhood workforce locally and internationally and suggest possible strategies to address these (NTS 1a, 1b)	13. Explain the differences between assessment of and for learning
		14. Explain the importance of assessing children for learning
		15. Explain what child protection and safeguarding in ECE is
		16. Explain the implications of child protection policy on practice
		17. Explain key issues confronting the early childhood education workforce and suggest possible ways of addressing them.

Course Content	Units	Topics	Sub-topics (if any):	Teaching and learning activities to achieve learning outcomes
	1	Policy and research	Policy agenda for ECE in Ghana: A brief overview Quality in ECE: what does it involve, and does it matter?	ACTIVITIES: • For each topic, ask students to read the assigned reading text(s) prior to the scheduled lesson. • Introduce each topic by brainstorming to generate ideas about the assigned texts. • In small groups, ask student to discuss the topics and share their thoughts with the class • Ask students to identify the key ideas in assigned reading text(s) • Ask students to reflect on the issues discussed and what they think and feel about their own practice • In small groups, ask students to discuss the practice questions and share their thoughts with the class • In small groups, ask students to select a topic, work on it and present in class
	2	Practice	Age-appropriate pedagogies and practices in ECE Supporting children's cognitive, academic and socio-emotional development Assessment in ECE: Moving beyond test scores Safeguarding children in ECE: The social and legal context for protecting children	
	3	Workforce	Workforce issues in ECE: Global and local trends	
Course Assessment Components[9]: (Educative assessment of, for and as learning)	**Component 1**: Assessment (quiz) Summary of Assessment Method: Quiz/Quizzes on Unit 1 (core skills to be developed: critical thinking) Weighting: 20% Assesses Learning Outcomes: CLO1 and CLO2 (Unit 1: sub-units 1 and 2) **Component 2**: Assessment (Quiz) Summary of assessment method: Quiz on Unit 2. (core skills to be developed: critical thinking and communication skills) Weighting: 20% Assesses Learning Outcomes: CLO3, CLO4, CLO5 (Unit 2: sub-units 1 and 2)			
Instructional Resources	Projector and computer			

Required Text (core)	**UNIT 1** **Sub-unit 1** Ghana Education Service (2021). Early childhood education policy. Ghana. Ghana Education Service (2021). Guidelines for the early childhood policy implementation. Ghana. Pages 1 – 16 **Sub-unit 2** Whitebread, David, Kuvalja, Martina & O'Connor, Aileen (2015). Quality in early childhood education: an international review and guide for policy makers. Technical Brief. Pages 20 – 31 Wechsler, M., Melnick, H., Maier, A., & Bishop, J. (2016). The Building Blocks of High-Quality Early Childhood Education Programs. California Policy Brief. **UNIT 2** **Sub-unit 1** Department of Education (Australia). Age-appropriate pedagogies for the early years of schooling: Foundation paper. (pages 7 – 29) Briddle, Kimberly., Garcia-Nevarez, Ana., Henderson, Wanda., & Valero-Kerrick, Alicia (2013). Early Childhood Education: Becoming a Professional – Play and the learning environment. Sage. Pages 258 – 274 **Sub-unit 2** Child Development and Early Learning: A Foundation for Professional Knowledge and Competencies. (pages 1 – 13) Catholic Relief Services (2016). Early childhood development-Basic concepts: Training for early childhood caregivers and teachers. Pages 7 – 20 Briddle, Kimberly., Garcia-Nevarez, Ana., Henderson, Wanda., & Valero-Kerrick, Alicia (2013). Early Childhood Education: Becoming a Professional – Play and the learning environment. Sage. Pages 268 – 272 Whitebread, David, Kuvalja, Martina & O'Connor, Aileen (2015). Quality in early childhood education: an international review and guide for policy makers. Technical Brief. Pages 8 – 14 **Sub-unit 3**

	Evidence Paper. Practice Principle 7: Assessment for learning and development. Melbourne, Australia: Melbourne Graduate School of Education, The University of Melbourne. (pages 6 – 16). Grisham-Brown, Jennifer, Hallam, Rena & Brookshire, Robyn (2006). Using Authentic Assessment to Evidence Children's Progress. Early Childhood Education Journal, 34 (1). pages 45 – 51. Stella Lungui, Beatrice Matafwali, & Madalitso K. Banja (2021). Formative and summative assessment practices by teachers in early childhood education centres in lusaka, Zambia. European Journal of Education Studies, 8(2), pages 46 and 47. **Sub-unit 4** Child Protection Guidelines for Health Workers (2018). UNICEF. Pages 15 – 17; Pages 21 – 24 Ward, Harriet & Brown, Rebecca (2013). Safeguarding children in the early years. (Sections to note are colour-coded) **UNIT 3** **Sub-unit 1** Early Childhood Education Directorate (2017). Early Childhood Education Workforce issues in Australian and international contexts, Australia, (pages 5 – 18) Association for the development of education in Africa (2016). Developing the Education Workforce in Africa: Focusing on the Role of Families/Communities (pages 8 – 10)
Additional Reading List [10]	