Module for B.Ed Early Childhood Education Programme

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IoE/MoF/TUC/GHANA CARES TRAINING AND RETRAINING PROGRAMME FOR PRIVATE SCHOOL TEACHERS

Ministry of Finance

Trade Union Congress

Institute of Education, UCC

Curriculum Studies in ECE

UNIT 1: Curriculum Design

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Outline

- The concept of curriculum
- Curriculum principles
- Curriculum design process
- The Role of the Early Childhood Professional

The Concept of Curriculum

What is a Curriculum?

Curriculum has different definition depending on how proponents see it. E.g.

Curriculum is:

- that which is taught in schools
- a plan for learning
- everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships
- everything that is planned by school personnel
- a series of experiences undergone by learners in a school
- that which an individual learner experiences as a result of schooling

What is a Curriculum? Cont'd

- All the learning of students which is planned by and directed by the school to attain its educational goals (Tyler, 1949)

- The planned experiences offered to the learner under the guidance of the school (Wheeler, 1978)

- A plan for providing sets of learning opportunities for persons to be educated (Saylor, 1981)

- All that is planned to enable the students acquire and develop the desired knowledge, skills and attitudes (Oluoch, 1982)

- A goal or set of values, which are activated through a development process culminating in classroom experiences for student (Wiles & Bondi, 1989)

- All the planned learning opportunities offered to learners by the educational institution and the experiences learners encounter when the curriculum in implemented (Print, 1993)

Summary of the Meaning of Curriculum

- Curriculum is a comprehensive plan for an/a educational, training programme, course to offer new and improved manpower to fulfil the rising needs of a dynamic society.

Key Components/Elements

- Aims, Goals and Objectives

- Content/Subject Matter

- Learning Experiences/Instructional Approaches/Methods

- Evaluation Approaches

Aims, Goals and Objectives

Aims

- This gives the purpose and clearer focus to the school/institution
- It gives the form and structure to the ideals of school/institution/education
- The goals are simplified and specified to ensure the success of all learners
- The aims of the curriculum are the reasons for undertaking the revision or the complete change of the curriculum.

Aims, Goals and Objectives

Goals

- A goal indicates what could or should be learned, but it is much more general than a standard.

- *Standards* are more akin to educational objectives that define in specific terms what students are to learn and what behaviours they are to demonstrate.

- *Content standards* - What students are to learn.

- *Performance standards* – What behaviours students are to master

Aims, Goals and Objectives

Objectives (Learning Outcomes)

- Objectives/Learning outcomes should be clearly expressed or stated.

- Educators should consider how well they match the stated goals and aims when framing the learning outcomes.

- Learning outcomes are what students are to learn if they follow the curriculum successfully (i.e. if they complete the programme or unit and pass the assessment)

Aims, Goals and Objectives

Objectives (Learning Outcomes)

In framing learning outcomes:

- Express each outcome in terms of what successful students will be able to do (e.g. instead of stating *'students will understand why....'* make it *'students should demonstrate the knowledge and skills of summarising the main reasons why...'*

This helps students to focus on what you are expecting them to achieve

Aims, Goals and Objectives

Learning Outcomes

- Include different kinds of outcome. The most common are ***cognitive*** (learning facts, theories, formulae, principles etc.) and ***performance*** outcomes (learning how to carry out procedures, calculations and processes, which typically include gathering information and communicating results).

- It is relevant to include, ***affective outcomes*** (developing attitudes and values) and the ***Psychomotor outcomes*** (responding to a physical stimulus, fundamental movements, physical abilities etc.) which oftentimes are ignored

Content/Subject Matter

- It is about what is to be taught in the schools system.

- The important facts, principles and concepts to be taught.

- The knowledge, skills, attitude and values (subjects, courses, etc.) that learners are exposed to in order to achieve the curriculum goals/objectives

Content/Subject Matter

In selecting content for the curriculum, consider the following:

- It should be **relevant** to the outcomes of the curriculum. An effective curriculum is purposive, clearly focused on the planned learning outcomes.

- It should be **appropriate** to the level of the programme/unit/course. An effective curriculum is progressive, leading students onward and building on prior knowledge. Materials should not be too basic or too advanced for the intended level

- It should be **up to date/current** and, if possible, should reflect current research

Content/Subject Matter

Criteria for Selecting Content

- Self-sufficiency - economical

- Significance - contribution

- Validity - authentic

- Interest - meaningful

- Utility - usefulness

- Learnability - appropriateness

- Feasibility - availability

Learning Experiences

- This refers to the activities that learners undergo in his/her reaction and interaction with the learning environment as well as the available opportunities to ensure the achievement of the educational goals and objectives

- Any interaction, course, programme, etc. in which learning takes place

- The selection of learning experiences and resources to foster classroom/school/educational successes

- Instructional methods, strategies, as well as educational activities put in place to ensuring the attainment of the set goals and objectives through the implementation of the content to produce the learning outcomes

Evaluation Approaches

- The means to assess or judge the outcome of the implementation of the curriculum's goals/objectives.

- It is the assessment of the worth of student, educational practices as well as materials and programme

- It determines whether a curriculum has to be continued, reviewed, or stopped (e.g. the change over from the objective-based curriculum to the new standard-based curriculum)

Interrelationship of the Components of a Curriculum
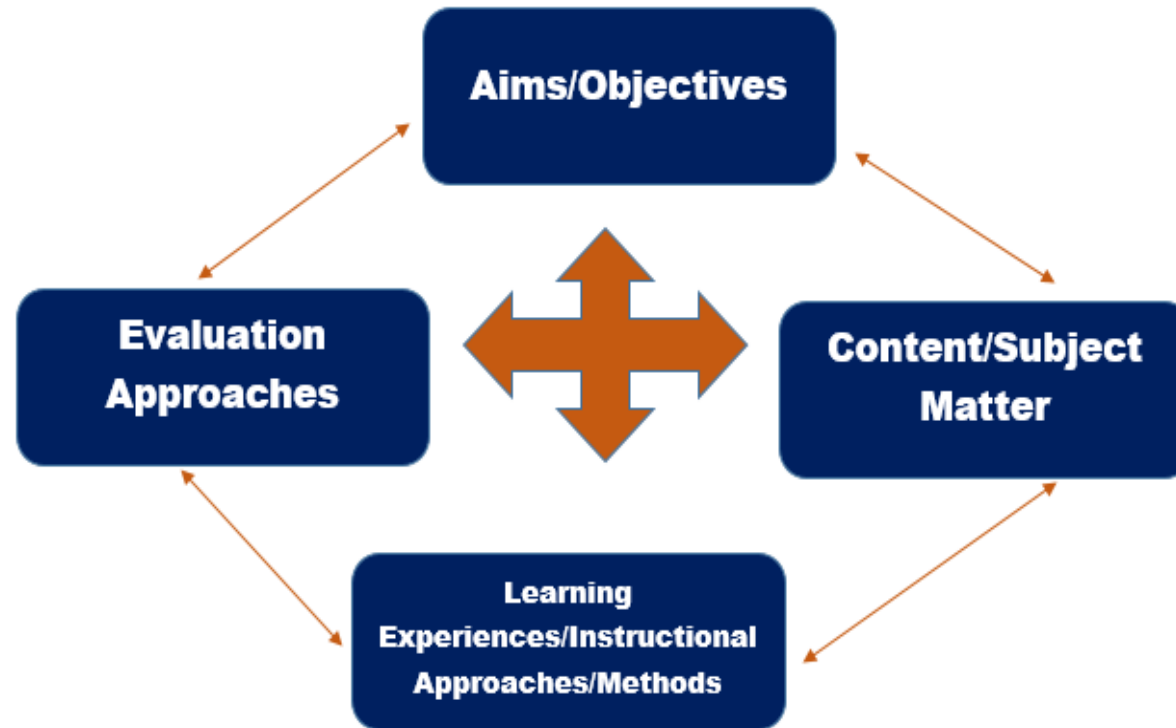
Curriculum Principles

The purpose of curriculum principles is to provide a clear pathway for the design to enable it achieve the desired purpose (quality education). Learning should be designed on the basis of the following principle:

Depth
- The curriculum should provide opportunities for learners to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding.

Breadth
- All learners should have the opportunities for a broad range of experiences.
- Their learning should be planned and organised such that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

Curriculum Principles

Coherence
- Learners' learning activities should combine to form a coherent experience.
- There should be clear connections between different aspects of learning.

Progression:
- Learners should experience continuous progression in their learning (e.g. from KG to Basic 3).
- Each stage should build upon earlier knowledge and achievements.
- They should be able to progress at a rate which meets their individual needs and aptitudes.

Relevance
- Learners should understand the purpose of their learning and related activities.
- They should see the value of what they are learning and its relevance to their present and future lives.

Curriculum Principles

Challenge and Enjoyment

- Learners should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all learners.
- At every stage, they should experience an appropriate level of challenge, to enable each individual to achieve his or her potential.
- They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable learners to sustain their efforts.

Personalisation and Choice

- The learning planned for learners should respond to their individual needs and support particular aptitudes and talents.
- It should provide opportunities for exercising responsible personal choice. Once learners have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible.

Curriculum Design Process

- Curriculum design is deciding about the "shape" or "configuration" of a curriculum plan.

- It involves the selection of content in line with the goals and objectives of the curriculum.

- The selected content will have to be arranged in a form that will help the teacher in choosing and organising appropriate learning experiences for the classroom.

Procedures in Curriculum Design

- Analysis of social needs
- Translating the needs into course/general/learning/terminal objectives
- Splitting the objectives into specific objectives
- Grouping the specific objectives into subjects
- Deriving the subjects from the above classification
- Specifying objectives
- Unitising each subject matter
- Specification of each required time
- Syllabus formulation

The Role of the Early Childhood Professional

- Helps learners develop an engaged relationship with the content.

- Use appropriate instructional strategies to promote active learning the will increase the focus and retention of the content of the curriculum.

- Creates warm and exciting learning environment that makes learning interesting and fun

- Differentiates instruction to ensure all learners succeed in their learning

- Use varied methods and strategies to cater for the diverse learning styles

Curriculum Studies in ECE

Unit 2: Child-Centred Education

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Outline

- The practice of child centred education

- Child centred methods

- Skills required for child centred teaching

- Assessing child centred learning

The Practice of Child Centred Education

- What is child centred education?

- Education that tailors learners' learning in accordance with their specific needs and with an inclination toward their interests.

- It is an **Active Learning** process that helps the child to advance knowledge and skills (It is a gateway to making education more meaningful to today's children).

- Child-focused education makes learning relevant and fun, giving even the tired learners an incentive to keep trying (Children love to learn when they enjoy their lessons).

- It is a type of education that helps in recognizing the differences in learners whereby there is focus on each learner's learning interests, abilities, and learning styles.

Curricula Appropriate For Child Centred Education

Learner Centred Curriculum
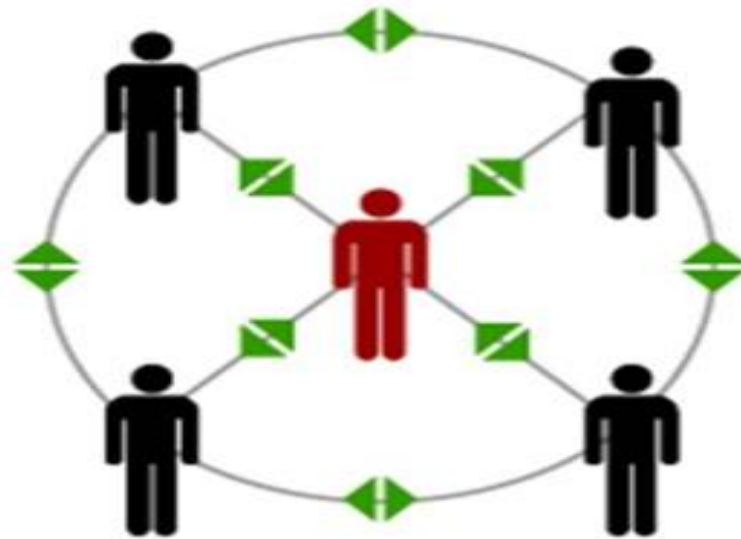
Learner Centred Curriculum

- Emphasis is on fulfilling learner's needs

- Learners take responsibilities of their own learning. Students are very active in the instructional process (Promotes active learning)

- Teachers facilitate/support learning

- This curriculum strengthens learner motivation and community of learners (promotes peer interaction and collaboration/cooperation, rapport between learner-teacher; learner-learner)

- Incidental learning is encouraged

Characteristics of Learner Centred Curriculum

- The learner is at the centre of the educational process.

- Learner's interest is the most important factor in the instructional process

- Teachers serve as guide

- Promotes self-directed learning and self-assessment

- Gives more options to learners

- Encourages collaboration and cooperation (pair & group work)

The Role of the Teacher

- Involves learners to share in decision-making processes and believing in their capacity to lead.

- Exposes learners to various paths to discovering themselves and their leaning styles

- Creates an environment that assists learners to choose their preferred way

- Facilitator and co-learner

- Relates with each learner openly and honestly

Play-Based Curriculum

Play-Based Curriculum

Play-Based Curriculum

- Learning areas are incorporated in play. Learning activities such as creative arts, literacy, numeracy, social studies, science, etc. are presented to children through play.

- Educators encourage children to play. They facilitate both social and emotional skills during play. Play enhances children's physical, social/emotional, and creative growth and development.

- Children are able to choose activities based on the current interests.

- Play is the primary means by which children explore their world and begin to make sense of the world around them, hence, education is best channelled through it.

- This curriculum is usually used at the early years of education (ECE)

- Providing for experiential teaching and learning to help engage **all** learners in their learning.

Characteristics of Play-Based Curriculum

- Children are encouraged to explore their learning environment independently and with the guidance of the teacher.

- Self-created play is an essential part of play-based educational experience.

- Learners are encouraged to take risks under the direction of a teacher and are encouraged to explore and learn at their own individual pace.

- Self discovery and experiential learning are highly valued.

- The social-emotional aspect of the child is highly valued as children learn social-emotional skills through play.

- Learning in areas such as literacy, math, social-emotional skills, and life skills, etc. are incorporated in educationally developmentally appropriate play

- Collaboration between the primary caregiver at home and the teacher is highly valued.

The Role of the Teacher

- Sets the environment for the learners (Support and enrich learning by providing resources and opportunities)
- Promoting/Encouraging talk during play
- Posing open ended questions
- Co-player

Integrated Curriculum

- Connects different areas of study (cutting across subject matter lines. It emphasizes unifying concepts)

- Different learning areas of the curriculum are connected together and **interwoven** and instruction is done based on themes.

- The focus is no longer on teaching the individual subjects in isolation but rather connecting the knowledge in one discipline to another in the attempt to solve real life issues.

- It exposes learners to see the interconnectedness and interrelationships between different subjects rather than focusing on learning in isolated curriculum areas.

- It promotes higher order and critical thinking in learners because the learners are actively involved in the learning process

Types of Integrated Curriculum

Multidisciplinary Integration: This category focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme or issue. It uses a central theme, and standards from each subject are selected to support the theme. For example, a strand that meets standards in math, language arts, and science could be used for multidisciplinary integration.

- A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline.
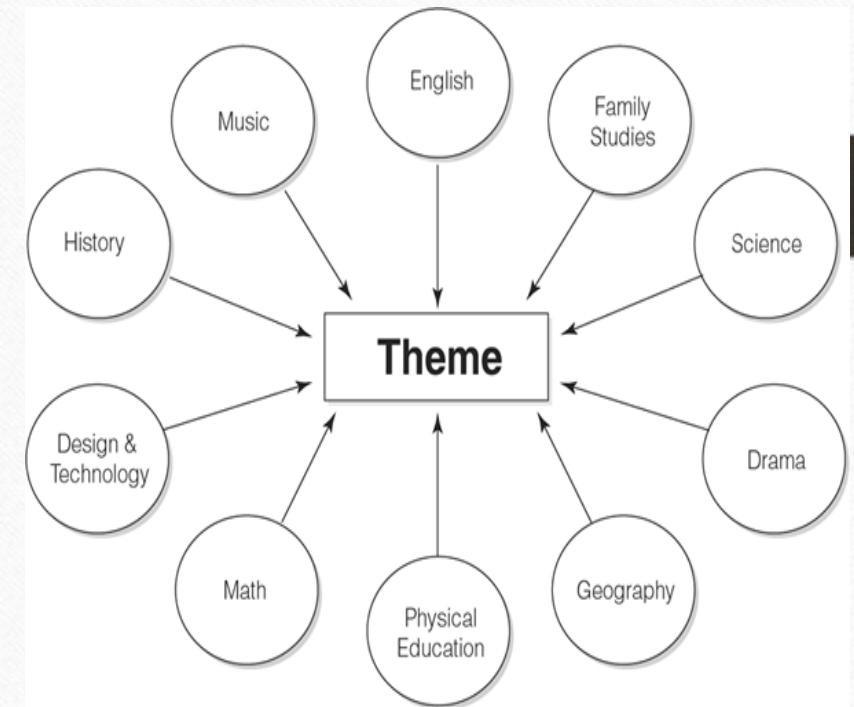
Types of Integrated Curriculum Cont'd

Intradisciplinary Integration:

- This category supports standards from different subcategories in one learning area e.g. English language. Having a unifying unit or theme for reading, writing, oral language, writing conventions, etc. in teaching and learning is classified as intradisciplinary integration. Another example might be a unit that integrates history, economics, geography, (Social Studies), integrated science, etc.

- This is an approach to integration is where teachers organize the curriculum around common learnings across disciplines.

Types of Integrated Curriculum Cont'd

Transdisciplinary Integration:

- In the transdisciplinary approach, instruction is organized around student questions or a real world problem. A common example of transdisicplinary curriculum is problem-based learning, e.g. this approach is practiced by UCC SMS.

- This is an approach to curriculum integration which dissolves the boundaries between the conventional disciplines and organizes teaching and learning around the construction of meaning in the context of real-world problems or themes.

Subject Areas

Theme
Concepts
Life Skills
Real-World Context
Student Questions

The Role of the Teacher

- The **role** of the **teacher** in an **integrated teaching** and learning environment is to assist students with making connections and therefore finding meaning through an educational process. Making this process a reality, means that education should be student centered.

Here are some questions teachers can ask themselves to determine whether their teaching and curriculum are designed to be integrated.

- Are students involved and challenged?

- Is there clear evidence of student creativity and motivation?

- Are students being exposed to content in ways that link content to the real world?

- Does the content make sense to the learner?

The Role of the Teacher Cont'd

- Is there continuity through projects?

- Is the physical context being used optimally?

- What do the setting, decorations, architecture, layout, equipment, tools, and other features of the context actually say to the learner?

- Do students have opportunities to reorganize content in creative and personally relevant ways?

- Are learners given the opportunity to apply the material in different contexts?

- Do learners consciously and deliberately examine their performance in those different contexts?

Child Centred Methods

- It is the teaching methods that put the learner at the centre of the teaching and learning process in order to meet the needs of each child in the class.

- Child centred method is the instructional approach that:

- plans and designs all aspects of the service to meet the individual needs and abilities of every child

- provides all children the opportunity to access and participate in all parts of the service

- adjusts and tailors activities towards all children's unique needs

- includes the child, their family and key stakeholders in decision making

- makes the 'child's voice' and preferences a priority

- adapts the principles of universal design for learning (UDL) to ensure all learners' success

Principles of UDL

1. Multiple means of Representation

Present content to learners in different ways in order to maximize learning (What of learning)

2. Multiple means of Action and Expression

Provide opportunities for learners to show or communicate what they have learned (How of learning)

3. Multiple means of Engagement

Stimulating learners' interest and motivating them to learn (Why of learning)

Types of Learner-Centred Approach

- Activity-based learning (interesting/thought provoking hands-on tasks)

- Demonstrations (show how something is done or performed)

- Interactive/participative (communication-rich & active involvement of learners)

- Inquiry-based learning (investigative/experiential learning)

- Group work (pair/buddy share, collaborative learning, problem-based learning, team based learning/discussions)

- Literature circles (reading/study groups), etc.

- Exploration activities/Discovery learning

Activity-Based Learning

- A hands-on, creative, participatory method of learning

- ECE teachers should device activities to suit the age group and skills of the learners.

- There should be variety in activities. Sorting of items into groups, shapes and colours, creation of posters on topical environmental issues, hands-on activities.

- Activities should not only help gather knowledge, but   apply and evaluate knowledge e.g. Designing and building objects from materials found around the learner.

- Activities should be interesting, and thought provoking.

- There should be individual, pair, group and whole class activities e.g. learners working in groups to find the target sounds and their respective letters of the alphabet.

Inquiry-based Learning

- Teachers design an investigation toward answering questions e.g. Leaders in my community

- Learners carry out investigation – gather data on the people who hold positions in their community (By asking their parents and/or people in the community)

- Develops information processing and problem-solving skills. (They learn about the steps/processes involved presenting their findings/performing a certain traditional dance like "kpanlogo")

- Makes use of resources beyond classroom/school. (Visits to chief's palace)

- Student centered – teacher facilitator

- More emphasis on "how we came to know," less on "what we know"

Demonstration

- The demonstrator retains the formal authority role by showing learners what they need to know e.g. demonstrating how to perform a particular add two digit numbers.

- Such lessons should include multimedia representations and opportunities for learners to emulate the demonstrations observed e.g. video presentation showing an interactive reading lesson.

Project Based Learning

- **Project based learning** is a teaching method in which students gain knowledge and skills by working for an extended period of time.

- For example, identifying three words each that has the beginning sound as the following /a, b, c as in (/k/ and /s/), d, e, f, g, h, i) in their community.

- This focuses on investigating and responding to an authentic, engaging and complex question, problem, or challenge.

- Example, how to solve the poor sanitation conditions in the school.

Other Child-Centred Strategies

- ICT based learning. E.g. Showing videos on some traditional dance performance.

- Improvisation e.g. designing and building TLMS to teach a reading lesson on the topic "bush burning"

- Engaging learners in meaningful learning.

- Organisation of field trips and nature walks e.g. a visit to the national museum or the chiefs palace.

- Use of concept maps, mind maps and future's wheel e.g. developing a concept map on pollution. Its causes, effects and prevention.

- Invitation of professionals to make class presentations e.g. inviting a chief to give a talk on chieftaincy issues.

- Changing the learning setting. Using the school field to undertake a lesson on the topic "the environment" where learners get a first hand information about things in the environment, their pollution, etc.

- Use of educational games e.g. Puzzles, riddles, etc.

Differentiation and Inclusivity

ECE teacher must ensure effective learning of all learners including:

- The gifted and the talented

- Learners with learning difficulties and disabilities

- Both boys and girls

- Learners with social, emotional and behavioural difficulties

- Marginalized learners (e.g. Orphans and vulnerable children, street children

Differentiation and Inclusivity

- Differentiated teaching and learning is an approach in which instruction is tailored to meet the individual needs of the learners in the classroom.

- Instruction can be differentiated in terms of:
  - ✓ *Content*
  - ✓ *Process*
  - ✓ *Product*
  - ✓ *Learning environment*

- Inclusive education is education practice tht ensures that learners with and without disabilities are educated in the regular school where equitable opportunities and access are provided to meet their individual needs.

- To promote this, ECE teacher need to:
  - ✓ use varied approaches in teaching
  - ✓ recognize individual differences in the teaching and learning environment
  - ✓ teach and learn about cultures and religions

Importance of Child Centred Approach to Teaching and Learning

- Concentrates on the child as an individual
- Looks at things from the child's perspective
- Gives learners opportunities to learn through experiences
- Learners learn by doing
- Listening to children make them see that their ideas are valued
- Creates in learners the feeling of belonging which in turn motivate them to take part in activity planning
- Provides learners access to a variety of activities
- Enhances learners' holistic development (physical capabilities, intellectual abilities, cognitive abilities, emotional abilities, and social skills)
- Helps learners to develop good decision making and problem solving skills
- Allows learners to develop confidently and independently
- The child develops an understanding of the self and the surrounding world.

- Assessment in child centred educational settings seeks to fulfill the purpose of effective assessment
- The purpose of effective assessment is to:
  - ✓ gather information
  - ✓ identify strengths
  - ✓ identify needs
  - ✓ inform practice (action)
- Learner-centered assessment methods personalize the learning outcomes by permitting mistakes and allowing learners to learn from them.

Examples of Child Centred Assessment

- Observation
- Documentation
- Self- and peer assessment
- Portfolios
- Checklists
- Rating scale
- Anecdotal records
- Formative tests, etc.

Curriculum Studies in ECE

Unit 3: Pre-School Goals & Current ECE Curriculum

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Outline

- Appropriate pre-school goals
  - ✓ The daily schedule
  - ✓ Identifying a good pre-school
  - ✓ Promoting successful transitions
- The Current Standards-based ECE Curriculum

Appropriate Pre-school Goals

What is the appropriate goal for Pre-school?

- To provide the foundational knowledge and practice in:

- social-emotional skills,

- problem-solving skills,

- self-care skills, and

- pre-academic skills such as early literacy, numeracy and science

- The appropriate aims of Preschool learning is to create focused activities that help young learners (children) to develop physically, cognitively, and emotionally so they are well-prepared for formal or regular school.

Indicators for Identifying a Good Pre-school

How to Identifying a good pre-school

- Appropriately educated teachers who are attentive and caring (Quality enthusiastic, creative, dedicated human resource with good communicative skills)

- A safe and nurturing Environment (warm, inviting and active learning environment with child-friendly facilities).

- Age-Appropriate and developmentally appropriate planned learning activities that foster development.

- Encouragement of each child's unique learning needs.

- Appropriate solid and user friendly channels of communication between teachers and parents.

- ❖ Such preschool helps children build self-esteem and learn effective social skills.

- ❖ Learners develop courtesy, compassion and respect for others in environment which prepares young learners early for successful social interactions and future academic endeavours.

The daily schedule

- Daily schedule is the list of planned activities or things to be done showing the times when they are intended to be done.

- It shows the main activities that happen across the day.

- It indicates the daily routines of the learners in the classroom.

Samples of Daily Schedule

Transitions

What is classroom transition?

- It is a process of moving young learners from one activity, lesson, space, or event to another during the course of the school day.

- Effective ECE teachers use interesting and appropriate activities that ease learners into the lesson, space or event.

- **Transition activities** are activities that can are used in transition periods to secure and maintain attention.

- Examples of transitional activities include fun songs, transition objects (e.g. teddy bears, toy animals, etc.), games (hop, tip toe, etc), sound (rattles, clapping, etc.), visuals, words or phrases, countdown timers, etc.

- Transition activities are effective management tool that enable teachers to convert waiting time to learning time.

Promoting Successful Transitions

- Strategies to support and promote successful transitions include:
- Give a transition warning and individual support.
- Sing the directions.
- Use play and children's interests.
- Choose your words carefully.
- Use visual cues.
- Give specific positive feedback after transitions.
- Balance active and calm activities

The Current Standards-based ECE Curriculum

What is a Standards-based Curriculum?

- It is a curriculum that defines what the learner should know, understand and be able to do at a given stage in learning.

- Standard defines what the learner should know, understand and be able to do at a given stage in learning.

- Standard-Based curriculum focuses on the acquisition of competencies, skills and character building/formation.

Rationale for the change

- To respond to the national priority of shifting the structure and content of the education system from merely passing examinations to **building character, nurturing values, and raising confident literate and engaged citizens who can think critically**.

CORE COMPETENCES OF THE STANDARDS-BASED CURRICULUM

- Critical thinking and problem solving

- Communication and collaboration

- Cultural identity and global citizenship

- Creativity and innovation

- Leadership and personal development

- Digital literacy

ECE SUBJECTS or PILLARS

KG
- Numeracy
- Literacy
- Creative Arts
- Our World and Our People

B1 – B3
- Numeracy
- Literacy (English & Ghanaian Language)
- Science
- Creative Arts
- History
- RME,
- Our World and Our People (Citizenship Education, Agriculture, Computing, Geography)
- *Physical Education.

ORGANISATION OF THE ECE CURRICULUM

- **Strands** are the broad areas/sections of the subject to be studied.
- **Sub-Strands** are the topics within each strand under which the content is organised.
- **Content Standard** refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.
- **Indicator** is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.
- **Exemplar**: Support and guidance which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could take, to support the facilitators/teachers in the delivery of the curriculum.

Nature of the KG Curriculum

- **Integrated Thematic Play-Based** approach to teaching that requires teachers to plan holistic lessons for young learners to acquire pre-Reading, pre-wRiting, pre-aRithmetic, and pre-cReative skills (The 4Rs).

- It adopts the **Participatory Activities, Play-Based** and **Child-Centred** experiences to foster learners' success

KG STRANDS & Learning Areas

Note: Read the preamble (Front Matter) of all the uploaded curricula and also examine the contents
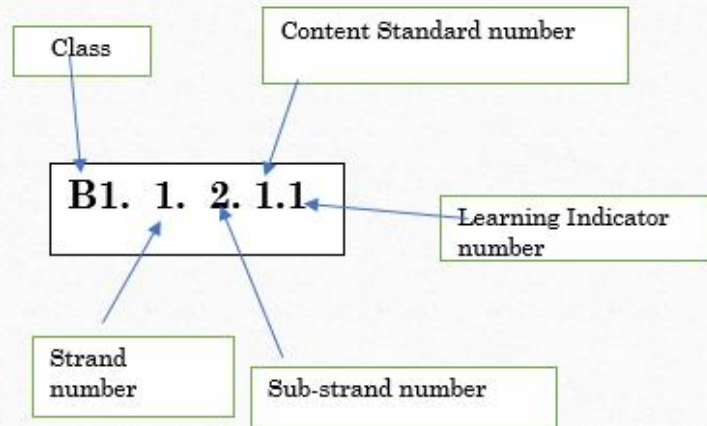
Front Matter of ECE Curriculum

Philosophy

- Developmental Theory and the Social Constructivism
- Foundational skills in:
  - ✓ Self-help activities
  - ✓ Understanding the world around them
  - ✓ Socio-emotional activities
  - ✓ Numeracy and literacy activities
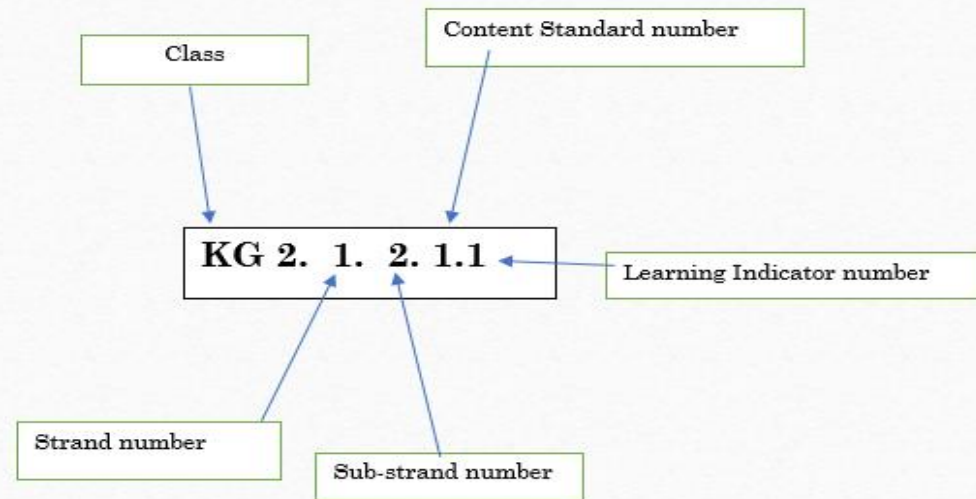 - ✓ Expected competence, attitudes and values

Interpretation of the Annotation

- Example:

B1.1.2.1.1

B1. = Specific class
1.   = The Strand number
2. =   The Sub-Strand
1. =   The Content Standard number
1 =   The Learning Indicator number

KG 2.1.2.1.1
KG 2. = KG 2
1.   = Strand number
2.   = Sub-Strand
1.   = Content Standard number
1   = Learning Indicator number

Scope and Sequence

STRANDS	SUB STRANDS	KG1	KG2	B1	B2	B3	B4	B5	B6
ORAL LANGUAGE: LISTENING AND SPEAKING	Songs	√	√	√	√	√	√	√	√
	Rhymes	√	√	√	√	√			
	Poems					√	√	√	√
	Story Telling	√	√	√	√	√	√	√	√
	Dramatisation and Role Play	√	√	√	√	√	√	√	√
	Conversation	√	√	√	√	√	√	√	√
	Talking about Oneself, Family, People, Places,	√	√	√	√	√	√	√	√
	Listening Comprehension	√	√	√	√	√			
	Asking and Answering Questions	√	√	√	√	√	√	√	√
	Giving and Following Commands/ Instructions	√	√	√	√	√	√	√	√
	Presentation	√	√	√	√	√	√	√	√
READING	Pre-Reading Activities	√	√	√					
	Print Concept	√	√	√					
	Phonological and Phonemic Awareness			√	√	√			

Examples of Interactive Strategies

- *The following must be taken into consideration in whatever will be done in the classroom: Inclusivity, Gender, Equity, Reflexivity etc.*

- Think-ink-pair-share & its variants

- Use of Questions

- Buddy walk & share

- Zone of Relevance

- Brainstorming

- Gamestorming

- Concepts Maps

- Show & Tell

- What/How/Why Outlines

- Empty Outlines

- Read alouds (shared, interactive, choral, echo, paired, etc.)

- Fishbone/Herringbone

- Roll & Tell/Write/Explain/Solve, etc.

- Think and Write, etc.

Educational Assessment Practices

What is it?

Educational assessment is the *purposeful*, *systematic* and *ongoing* collection of *information* as *evidence* for use in making judgments of *students' learning*.

Why do we assess students?

- Identify the strengths and weaknesses of learners

- Monitor the progress of learners

- Provide feedback

- Motivate learners

- Assess a learner's performance in relation to his or her peers

- Vary/Modify/Adjust teaching strategies

Types of Assessment

Formative assessment (AaL & AfL)

- *Occurs throughout the learning process to provide information that will help improve student's learning*
- *Provides information on what an individual student needs to*:
  - Practice (so that students can become confident, competent self-assessors)
  - Have re-thought (that is, monitor students' metacognitive processes)
  - Learn next (create safe environment for students to learn how to learn)
- *Formative assessment has the greatest impact on learning and achievement.*

Summative/Assessment of Learning (AoL)

- Occurs at the end of the learning unit or term to demonstrate the "sum" of what have or have not been learned

- Compares one student's achievement with standards

- Results can be communicated to the student and parents

- The traditional way of evaluating students' work.

Examples of AAL and AFL

- **Examples of Formative Assessment**

  - Class exercises

  - Group discussions

  - Homeworks

  - Reading checks

  - Quizzes

  - Portfolios

  - Projects

Curriculum Studies in ECE

Unit 4: The Montessori Method

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Outline

- Overview of Montessori Education
- The principles of the Montessori method
- The Montessori teaching process
- Planning to teach with the Montessori method
- Method criticism of the Montessori method

Overview of Montessori Education

- Developed by Maria Montessori, the first female to earn medical degree in Italy (physician) through an iterative process of experimentation and observation.

- Montessori education is a scientific method of education that is based on self-directed activity, hands-on learning.

- It is a multi-aged class system with uninterrupted work cycle blocks of time with differentiated teaching and learning opportunities.

- It is a system of education that promotes collaboration instead of competition.

- She started with children with special needs and designed and developed activity-based sensory materials as interventional strategies for children with intellectual disabilities.

- She views "Intelligence is not static or fixed" but something that can be influenced by a child's experiences.

Tenets of Montessori Model

- The use of mixed-age grouping

- Classroom arrangement are made to facilitate individual or small group work (Individualization within the context of a supportive classroom community)

- There should be open floor space which allows for work on the floor

- Manipulative materials are designed for use by individuals or small groups

- Hands-on-Activity oriented programme

- Emphasis on the development of individual responsibility (The development of independence and the ability to make choices)

Tenets of Montessori Model

- An emphasis on repetition
- Materials with a built-in control of error
- Academic materials that provide a concrete representation of the abstract
- Sensory materials that develop and organize incoming sensory perceptions

The Principles of the Montessori Method

The Principles of the Montessori Method

Respect for the Child

- Teachers need to understand that every child is unique with his or her own needs, capabilities, and way of learning (Some children work best with more freedom, some need to be told what to do, some may not responsive to any form of control). Children should be given the freedom to choose, make mistakes, and learn at their own pace.

Children have an "Absorbent Mind"

- Through years of observation and research, Montessori realized that early age development (0 to 6 years) is crucial as a child learns by observation and she termed this stage of development as the "absorbent mind" because during this stage, children have a sponge-like capacity to absorb information from their environment.

- Children at this stage can use their own judgment and work in a self-directed manner which makes them to grow into independent thinkers. Therefore, it is important provide opportunities that enhances the development of a sense of their culture and lay the foundations of their learning, intelligence, and personality.

Sensitive Periods

- A phase of development in which children are highly motivated to learn. These periods are characterized by intensity, repetition, and commitment.

The Principles of the Montessori Method

Educating the Whole Child

- This refers to the process of educating all the child's senses in order to build awareness and understanding (Holistic development of the child).

- The Montessori method focuses on nurturing each child's potential by providing a developmentally appropriate learning environment that supports their intellectual, physical, emotional, and social growth.

- The curriculum covers all aspects of development, such as practical life, sensorial, cultural, language, mathematics, geography, and science.

Focus on Individualized Learning

- Emphasis on the idea that children are capable of handling their own learning and that peer assisted learning is encouraged (multi-age learning-children with peers of varying ages, abilities, development needs, and levels of achievement in a common classroom).

- Children are encouraged to carry out activities based on their individual developmental needs, while educators keep track of their progress based on observation. Thus, making learning active, individualized, self-correcting, and tailored to the needs and interests of each individual child.

The Principles of the Montessori Method

Freedom of Movement and Choice

- The Montessori method is based on the belief that children are capable of self-learning and should be given the opportunity to develop their intellectual, physical, social, and emotional capacities through self-directed exploration.

- Children are free to move around at will and choose from a variety of activities in a Montessori learning environment with teachers acting as facilitators in the background, providing guidance when necessary. The environment is prepared to encourage children to discover learning outcomes through hands-on experience.

Prepared Environment

- Children learn better in an environment that is organized to support their learning and interests hence, the principle of prepared environment.

- In a prepared environment(action and discovery oriented, thought provoking as well as inviting learning environment), children are free to follow their interests, choose their work, and progress at their own pace within this space.

The Principles of the Montessori Method

Promotes Intrinsic Motivation

- Montessori classroom is prepared in such a way that promotes intrinsic motivation and self-regulation. Children are given the freedom to progress at their own pace and this creates a sense of autonomy as well as providing them the opportunity to follow their interests (Inner satisfaction to do more)

- Extrinsic motivation for children's learning in a Montessori classroom is very minimal (if not absent). Completing an activity and learning how to do it themselves gives children a sense of accomplishment.

Child Independence

- Montessori classroom promotes independence through a hands-on approach. Children are encouraged to work individually and in groups. It allows them to develop self-regulation and leadership skills.

- Montessori curriculum is based on the idea that children are born with a natural curiosity and a love for learning, therefore, each child's interests should be respected and encouraged to explore independently.

- Classrooms are designed to carry out the three guiding principles of development: sensorial, intellectual, and moral development. This helps children to see, hear and touch everything of their interest in the room. The three-tier system of essential equipment (i.e., all materials necessary for a particular stage of learning) allows Montessori classrooms to be self-contained and prepared for any type of opportunity, while also using less space.

The Principles of the Montessori Method

Auto-Education

- It is believed that children are capable and willing to learn if given the right learning opportunities and experiences (provided with interesting learning stimulus).
- Montessori classrooms and materials are developed to meet this need and empower children with the ability to direct their own education (learn by exploration) and teachers are to observe a child's progress and provide them with a prepared environment, guidance, and encouragement to educate themselves. (auto-educate themselves).

Work Periods

- A work period is a time during which children are engaged in some form of activity. Montessori method emphasize uninterrupted work periods so that children can concentrate on a single subject.
- They do not have a set number of work periods each day, but have a set length for each work period.
- Depending on the age and learning ability of the child, the work period can last from 20 minutes to 3 hours. As a result, the children can concentrate on what they are learning and enjoy it more.

Role of Montessori Guides

- Montessori teachers are known as guides or, more generally, as educators.
- Guides encourage children to take responsibility for their own learning by providing an environment where they can explore, test, experiment, and make mistakes.
- Their role is to observe and guide children through self-directed, self-paced, and self-guided activities.

The Principles of the Montessori Method
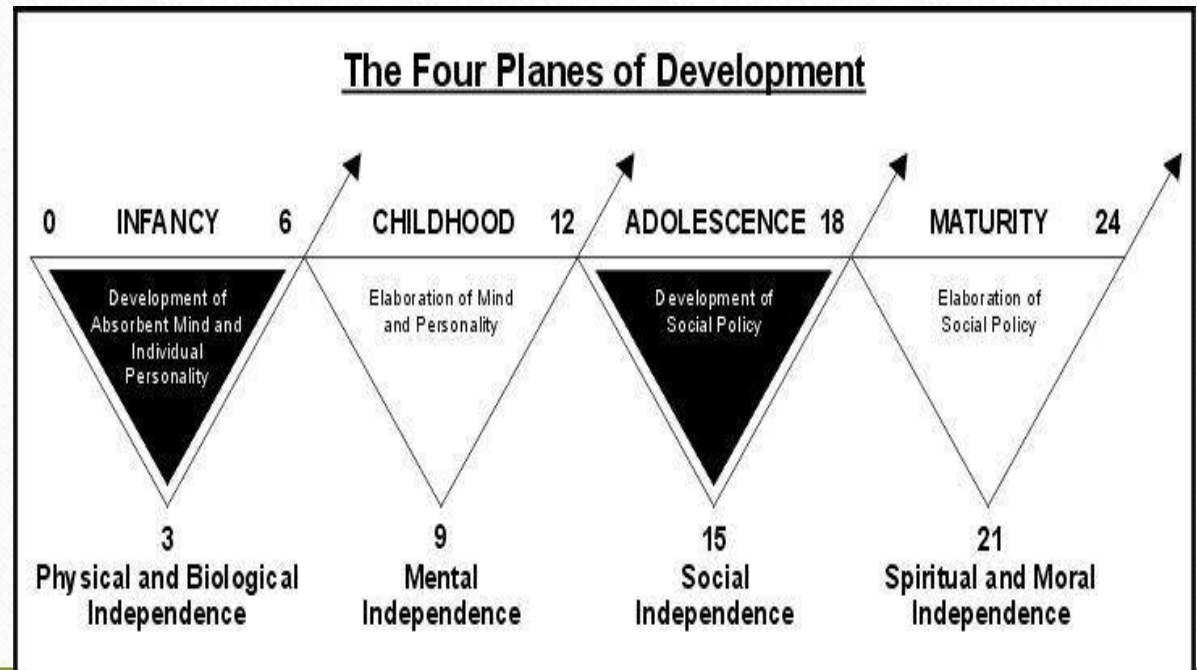
Others have grouped the Principles into 7.

But these could be seen under the 12 discussed above

Stages in Montessori Education

Montessori educational phases follows the natural growth planes of development for every individual.

- First Plane: Primary (0-3 and 3-6)

- Second Plane: Elementary (6-9 and 9-12)

- Third Plane: Secondary (12-15 and 15-18)

- Fourth Plane: Adult (18-21 and 21-24)

The Four Planes of Development

| 0 | INFANCY | 6 | CHILDHOOD | 12 | ADOLESCENCE | 18 | MATURITY | 24 |

Development of Absorbent Mind and Individual Personality

Elaboration of Mind and Personality

Development of Social Policy

Elaboration of Social Policy

| 3 | 9 | 15 | 21 |

Physical and Biological Independence

Mental Independence

Social Independence

Spiritual and Moral Independence

Montessori Curriculum

- Practical life (centers on everyday living with just few standardized ones which create most of this curricular area)

- Sensorial materials (series of sequenced exercises, aesthetically pleasing and seemingly simple in design which are offered to children to catalog and classify)

- Language (fostered throughout the environment e.g. songs, rhymes, authentic conversations, manipulation of wooden letters)

- Mathematics (mathematical thinking oriented activities)

- Artistic Expression (Affective domain of development e.g. music, dance, visual/expressive arts, drama. Focus on aesthetic and rich sensory experience as well as symbolic meaning making)

- Values diversity and inclusion

Role of the Teacher

- Preparer of the Environment: Creates environment that ensures freedom

- Keen observer: Carefully observe each child's development

- Redirector of disorderly behavior: Prepares and maintains learning environment which redirect disorderly children and eases children into perceived difficulty

- Facilitates (play active role in establishing connection between the child and the materials. Such lesson should be brief, simple and exact)

- Recorder

The Montessori Teaching Process

Montessori teachers manage classroom behaviours by:

- modelling ongoing respect for all children and their work,

- observing and using sensitive periods, interests and abilities to plan activity,

- diverting inappropriate behaviour to meaningful tasks.

- Learners are grouped in multiple ages, usually ranges of three years.

- Learners choose how they learn and the teacher/guide is there to observe and guide them until their learners reach mastery on a skill.

The Montessori Teaching Process

- Set up separate learning areas for different subjects (Exercises of Practical life, Sensorial, Language, Maths, Cultural, Art and Music)
- Chose child-sized, high quality, wooden furniture.
- Chose open shelves within easy reach of learners.
- Keep the space organized and clutter-free.
- Rotate cultural area materials once a month.
- Limit classroom displays to a few carefully selected charts
- Avoid toys with batteries and screens.
- Wooden materials and toys are preferred
- Remove particular material learners do not show interest in and introduce something else.
- Encourage practical life skills (cleaning up, taking care of plants, etc.), etc.

Planning to Teach with the Montessori Method

Montessori Lesson Plan Elements:
- Title (naming lesson type)
- Prerequisites (identifying prerequisites)
- Primary Objective (setting objects)
- Secondary Objectives (Bonus objectives)
- Materials
- Lesson Delivery
- Anticipate question
- Future Activities

- Visit this link for detailed information:

https://getbrainybox.com/writing-a-montessori-lesson-plan/

Method Criticism of the Montessori Method

- It is Expensive.

- Lack of consistent quality implementation

- Independence is not always helpful

- Difficulty in transitioning to higher education

- There is not enough opportunity for interaction (interaction is far less structured and spontaneous) even though it promotes authentic communication.

- Small Student Community (limitation on Social life)