

## CONTENT AREAS FOR EARLY CHILDHOOD EDUCATION

S/N	CONTENT AREAS	COMPETENCIES	DESCRIPTIVE STATEMENTS
1	The Early Childhood Profession	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of the Early Childhood Education (ECE)</li> <li>2. Show knowledge and understanding of the relevance of ECE</li> <li>3. Demonstrate knowledge and understanding of the goals of Early Childhood Education</li> <li>4. Demonstrate knowledge and understanding of the personal dimension of the early childhood profession.</li> <li>5. Demonstrate understanding of the educational dimension of the early childhood profession.</li> <li>6. Exhibit knowledge and understanding of the professional practice dimension of the early childhood profession.</li> <li>7. Demonstrate understanding of the public dimension of the early childhood profession</li> <li>8. Indicate knowledge and understanding the historical and contemporary views of the child.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the key characteristics (nature) of the Early Childhood Education               <ol style="list-style-type: none"> <li>2.1 Explain the relevance to educating children early</li> <li>2.2 Identify and explain principles that guide Early Childhood Education teachers as they work with young learners                   <ol style="list-style-type: none"> <li>3.1 Identify the key goals of Early Childhood Education</li> <li>3.2 Explain the following forms of ECE goals:                       <ul style="list-style-type: none"> <li>• social and interpersonal</li> <li>• academic</li> <li>• language and literacy</li> <li>• character education, etc.</li> </ul> </li> </ol> </li> <li>4 Identify and explain the key attributes of the personal dimension of the Early Childhood profession.</li> <li>5 Explain the key attributes of the educational dimension of the Early Childhood profession.</li> <li>6. Describe the key attributes of the professional practice dimension of the Early Childhood profession.</li> <li>7. Describe the key attributes of the Early Childhood profession under the public dimension.</li> </ol> </li> </ol>

		9. Demonstrate knowledge and understanding of good practices of ECE direct stakeholders	8. Distinguish between how the child was perceived in the past and how it is in the contemporary world. 9. Describe good practices expected of the direct stakeholders of ECE (e.g., teachers/caregivers and parents/family) to enhance young learners' success
2	Personalities that informed current ECE practices	1. Demonstrate knowledge and understanding of the ideals and principles of John Dewey and Lev Vygotsky regarding Early Childhood Education  2. Demonstrate knowledge and understanding of the ideals and principles of Jean Piaget and Maria Montessori regarding the education of young learners  3. Exhibit knowledge and understanding of the ideals and principles of Erik Erikson and Howard Gardner with regard to children's education	1.1 Explain the ideals and principles of John Dewey and Lev Vygotsky. 1.2 Compare the ideals and principles of John Dewey and Lev Vygotsky regarding young learners' education. 1.3 Describe the effects of John Dewey and Lev Vygotsky ideals/principles on current ECE practices.  2.1 Explain the ideals and principles of Piaget and Maria Montessori. 2.2 Distinguish between the ideals and principles of Piaget and Maria Montessori as regards ECE 2.3 Compare the effects of the ideals/principles of Piaget and Maria Montessori on current ECE practices  3.1 Explain the ideals and principles of Erik Erikson and Howard Gardner 3.2 Explain the similarities and differences between the ideals and principles of Erik Erikson and Howard

		<p>4. Show knowledge and understanding of the ideals and principles of Frederich Froebel and Abraham Maslow as regards Early Childhood Education</p> <p>5. Demonstrate knowledge and understanding of the ideals of Elizabeth Peabody and Alcott Hault and their implications on current Early Childhood Education practices</p>	<p>Gardner on ECE</p> <p>3.3 Distinguish between the effects of the ideas and principles of Erik Erikson and Howard Gardner on current ECE practices</p> <p>4.1 Compare the ideals and principles of Frederich Froebel and Abraham Maslow regarding ECE</p> <p>4.2 Describe the effects of the ideas and principles of Frederich Froebel and Abraham Maslow on current ECE practices</p> <p>5.1 Compare the ideals of Elizabeth Peabody and Alcott Hault on current ECE practices</p> <p>5.2 Match philosophers with their ideals/principles for ECE</p>
3.	Programmes that informed current Early Childhood Education practices	<p>1. Exhibit knowledge and understanding of the principles and practices of Reggio Emilia and The Israeli Model (MASHAV)</p> <p>2. Demonstrate knowledge of other Early Childhood Education oriented programmes in Ghana (Sabre Education model, Pencil of Promise model, etc.)</p>	<p>1.1 Identify the characteristics of Reggio Emilia and MASHAV programmes.</p> <p>1.2 Compare the effects of the Reggio Emilia and MASHAV programmes on current ECE</p> <p>1.3 Explain the classroom implications Reggio Emilia and MASHAV programmes</p> <p>2.1 Identify the characteristics of other ECE oriented programmes in context</p> <p>2.2 Describe the programmes and their classroom implications</p>
4	National Policies that relate to Early	<p>1. Demonstrate knowledge and understanding of national policies:</p> <p>i. National Teachers' Standards (NTS)</p>	<p>1.1 Apply the three domains of the National Teachers' standards in teaching and learning activities.</p>

	<p>Childhood Education</p>	<ul style="list-style-type: none"> <li>ii. Early Childhood Education policy</li> <li>iii. School feeding</li> <li>iv. Safe school</li> <li>v. Inclusive education,</li> <li>vi. Education Regulatory bodies Act 2020 (Act 1023)</li> </ul>	<ul style="list-style-type: none"> <li>1.2 Translate the NTS into lesson preparation and delivery as well as other related activities.</li> <li>1.3 Explain the action plans enshrined the Ghana ECE policy.</li> <li>1.4 Ideate and apply the tenets of the Ghana ECE policy appropriately to guide ECE practices.</li> <li>1.5 State the reasons for the introduction of the school feeding programme and its relevance.</li> <li>1.6 Identify and explain activities that can be described as safe school practices.</li> <li>1.7 Incorporate best inclusive educational practices in teaching and learning activities</li> <li>1.8 Explain the objectives of the educational policies</li> <li>1.9 Identify offenses and their respective sanctions/penalties.</li> </ul>
--	----------------------------	--	---

5	Bodies that Regulate Early Childhood Education	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of National bodies that regulate Early Childhood Education             <ol style="list-style-type: none"> <li>i. Ministry of Education</li> <li>ii. Ghana Tertiary Education Commission (GTEC)</li> <li>iii. National Council for Curriculum and Assessment (NaCCA)</li> <li>iv. National Teaching Council (NTC)</li> <li>v. Ghana Education Service (GES)</li> <li>vi. National Schools Inspectorate Authority, (NaSIA) etc.</li> </ol> </li>   <li>2. Show knowledge and understanding of international bodies that regulate Early Childhood Education             <ol style="list-style-type: none"> <li>i. United Nations International Children’s Fund</li> <li>ii. Transforming Teacher Education and learning</li> <li>iii. Action Aid etc.)</li> <li>iv. Prospects in Early Childhood Education</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1.1 Explain the composition and functions of the Ministry of Education.</li> <li>1.2 Describe the composition and functions of GTEC.</li> <li>1.3 Explain the composition and functions NaCCA.</li> <li>1.4 Describe the composition and functions of NTC.</li> <li>1.5 Explain the composition and functions of the GES.</li> <li>1.6 Explain the composition and functions of the NaSIA</li> <li>1.7 Match the functions of the various educational regulatory bodies</li> <li>1.8 Describe the implications of the functions of the regulatory bodies to the teaching profession</li> <li>2.1 State the principles of child rights</li> <li>2.2 Explain the important conventions on child rights</li> <li>2.3 Explain the main objectives of T-TEL</li> <li>2.4 State the vision and principles of Action Aid</li> <li>2.5 Establish the prospects of ECE in Ghana</li> </ol>
6	Ethical Issues in Early Childhood Education	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of ethical issues that affect young learners:             <ol style="list-style-type: none"> <li>i. Vulnerability</li> <li>ii. Traditional Beliefs</li> <li>iii. Child’s Rights</li> <li>iv. Child Abuse</li> <li>v. Child Neglect</li> <li>vi. Divorce</li> <li>vii. Poverty</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1.1 Explain the key concepts in ethics with regard to ECE</li> <li>1.2 Explain the effects of ethical issues on the development of young learners</li> <li>1.3 Identify conflicting issues that arise in our relationship with young learners</li> <li>1.4 Explain ways of dealing with conflicting issues in the EC environment</li> </ol>

		<p>2. Exhibit knowledge and understanding of ethical ideals and principles relating to:</p> <ol style="list-style-type: none"> <li>i. children</li> <li>ii. families</li> <li>iii. communities</li> <li>iv. colleagues</li> <li>v. employers</li> <li>vi. ethical conflicts</li> <li>vii. challenges and their resolution</li> </ol>	<p>1.5 Describe the implications of ethical issues to attitudes and behaviour in the teaching and learning space</p> <p>1.6 Explain the effects of the following on the development of young learners as well as on classroom activities:</p> <ol style="list-style-type: none"> <li>i. Vulnerability</li> <li>ii. Traditional Beliefs</li> <li>iii. Child's Rights</li> <li>iv. Child Abuse</li> <li>v. Child Neglect</li> <li>vi. Divorce</li> <li>vii. Poverty</li> </ol> <p>2.6 Identify the ethical ideals and principles and their implications related to the following:</p> <ol style="list-style-type: none"> <li>i. children</li> <li>ii. families</li> <li>iii. communities</li> <li>iv. colleagues</li> <li>v. employers</li> <li>vi. ethical conflicts</li> <li>vii. challenges and their resolution</li> </ol>
7	Early Childhood Education Pedagogies	1. Show knowledge and understanding of the current Early Childhood Education curriculum	1.1. Explain the key components of the front matter (Preamble) of the current Early Childhood Education curriculum e.g. <ul style="list-style-type: none"> <li>▪ Philosophies (brain, developmental &amp; social constructivist)</li> </ul>

		<p>2. Demonstrate knowledge and understanding of the Integrated curriculum and instruction</p> <p>3. Exhibit knowledge and understanding of the creative pedagogy and approaches class management strategies</p> <p>4. Demonstrate knowledge and understanding of teaching and learning strategies suitable for Early Childhood Education instruction</p>	<ul style="list-style-type: none"> <li>▪ General &amp; specific aims</li> <li>▪ Competences, attitudes &amp; values</li> <li>▪ Differentiation, scaffolding &amp; inclusion</li> <li>▪ The essentials language and literacy skills</li> </ul> <p>1.2. Describe appropriate classroom management strategies</p> <p>1.3. Implement the current Early Childhood Education curriculum using different approaches to teaching young learners as well as class management</p> <p>2.1 Use scenarios to identify types of integration (e.g. intradisciplinary, interdisciplinary and transdisciplinary)</p> <p>3.1 Identify creative pedagogies in teaching young learners</p> <p>3.2 Apply of creative pedagogies in teaching young learners</p> <p>4.1 Use context to identify appropriate sound manipulation activity</p> <p>4.2 Apply the appropriate TPR strategies to encourage active class participation of young learners in classroom activities.</p>
8	Assessment in Early	Exhibit knowledge and understanding of the concept “assessment” in Early Childhood Education	1. Explain the meaning of assessment in early childhood education

	<p>Childhood Education</p>	<ol style="list-style-type: none"> <li>1. Exhibit knowledge and understanding of the principles of assessment</li> <li>2. Demonstrate knowledge and understanding of forms of assessment</li> <li>3. Show knowledge and understanding of Authentic assessment</li> <li>4. Demonstrate knowledge and understanding of Performance based assessment</li> <li>5. Exhibit knowledge and understanding of Tools for assessing young learners</li> </ol>	<ol style="list-style-type: none"> <li>2. Explain four principles of assessment in early childhood education</li> <li>3. Identify contemporary assessment techniques in early childhood education</li> <li>4. Explain the various contemporary assessment techniques in early childhood education</li> <li>5. Apply of assessment techniques and principles in early childhood education</li> <li>6. Use of scenarios to tease out young learners' abilities in numeracy, literacy, creativity, etc.</li> <li>7. Identify the various tools used in assessment of young learners</li> </ol>
--	----------------------------	--	---



## EARLY CHILDHOOD EDUCATION TABLE OF SPECIFICATION

S/N	CONTENT AREAS	Course Objectives/Outcomes (DOK)				Total
		Level 1 (Recall)	Level 2 (Skills/Concepts)	Level 3 (Strategic Thinking)	Level 4 (Extended Thinking)	
1	The Early Childhood Profession	2	3	4	3	<b>12</b>
2	Personalities that informed current Early Childhood Education practices	2	4	4	4	<b>14</b>
3	Programmes that informed current Early Childhood Education practices	2	1	1	1	<b>5</b>
4	National Policies that relate to Early Childhood Education	2	3	3	3	<b>11</b>
5	Bodies that Regulate Early Childhood Education	2	3	2	2	<b>9</b>
6	Ethical Issues in Early Childhood Education	1	4	6	4	<b>15</b>
7	Early Childhood Education Pedagogies	2	4	6	8	<b>20</b>
8	Assessment in Early Childhood Education	2	3	4	5	<b>14</b>
<b>Total</b>		<b>15%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>