Ministry of Education

Teachers and Education Leaders Development Directorate

Syllabus for Preschool Pedagogy

(PEDA -101)

For Preschool Pre-Service Teacher Education Program [Certificate Prospective pre-school teachers]

MOE

Feb ,2017

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**Feb ,2017**

**Course Title:**  Syllabus for pre-school pedagogy

**Course Code: PEDA-101**

**Credit Hour: 3**

**Contact Hours: 3**

Syllabus for pre-school pedagogy

**Course Title:** pre-school pedagogy

**Course Code: PEDA-101**

**Credit Hour: 3**

**Course Rationale**:

Early childhood education is a foundation for all other curriculum in pre- school education. It is on the basis of this course that teachers build knowledge of other courses. The course is intended to help the prospective preschool teachers identify the principles, ideas, philosophies and methods of upbringing and teaching pre-school children and develop ideas for curriculum planning, implementation and evaluation.

**Course description:**

The course provides the prospective preschool teachers with knowledge of general concept of pedagogy ideas of early educators , children characteristics’ and developmental stages of learning, principles, methods of teaching styles of learning , educational planning ,concept of curriculum and classroom management

**Course objectives**

At the end of this course the preschool prospective teachers will be able to:

* Understand the historical and current philosophical perspectives of preschool education
* Recognize various teaching methods appropriate to young children
* Know how to prepare and implement annual, monthly, weekly and daily lesson plans
* Understand the nature of continuous assessment in pre school
* Be familiar with the concepts of classroom management and organization

**Unit One: Unit-1- Basic concepts of Pedagogy (5hr)**

Unit Learning Outcomes: after completing this unit prospective preschool teachers will be expected to :

* Understand the concept of education and pedagogy
* Attempt to use different techniques of preparing children for primary school

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| --- | --- | --- | --- | --- | --- |
| Specific Objectives | Contents | Time allotted | Instructional Methodology | Instructional Materials | Assessment Techniques |
| * Define the concept of pedagogy * Explain pedagogy in preschool * identify pedagogical techniques and strategies | * 1. What Pedagogy is   About   * 1. Pedagogy in pre school   Pedagogical techniques and strategies | 1 hr  1hr  1hr | Gaped Lecture , group discussion, presentation,  Question and Answer | documents,(syllabus) flip charts,  reading materials | observation, assignments  peer assessment  oral questioning |
| * Explain qualities of pre-school teachers in developing and teaching students * Demonstrate parent-teacher relations in pre-school * Identify different techniques of preparing children   for primary school | * 1. Qualities of Pre-school teachers/ in terms of Facilitating School Readiness      1. Care and support for the children      2. Techniques of preparing children for primary School | 2hr | Gaped lecture, Pair and Group discussion,  reading assignments, presentation,  oral reflection,  role playing | Work sheets, appropriate pictures,  flip charts, | observation of individual performance, monitoring, assignments, oral questioning, Quiz, |

References

* ICDR- Teacher Education Handbook 1999 A.A
* David Pratt- Curriculum design and development 1980

**Unit Two: Education and Pre-school Curriculum (12hrs)**

Unit Learning Outcomes: after completing this unit prospective preschool teachers will be expected to

* Understand the concept of education and pre-school curriculum
* Recognize historical development of education in Ethiopia
* Know the forms and types of education
* Appreciate the different assertions of early educators
* Recognize the concept of early childhood educations
* Be familiar with principles and content of early childhood education

| **Specific Objectives** | **Contents** | **Time allotted** | **Instructional Methodology** | **Instructional Materials** | **Assessment Techniques** |
| --- | --- | --- | --- | --- | --- |
| * Define the meaning of education * Explain the concept of   Education  List the functions of   * Differentiate the three forms of education | 2.1. meaning and concepts of  Education   * 1. Functions of education   2.3 Forms of Education (Formal, informal, and non formal) | 1 hr | Gaped Lecture , Pair and Group discussion, presentation, reflection  Question and answer | Work sheets, pictures, flip charts, flash cards | observation, monitoring, assignments  oral questions  group assessment |
| * Explain the historical development of early childhood education | * 1. Historical development of early childhood education | 2hrs | Gaped lecture, group discussion reflection, question and answer  ,r | Flash cards, flip charts, | observation  Feed-back ,Group assessment |
| * Discuss the History of Early Childhood Education in Ethiopia | * 1. History of Early Childhood Education in Ethiopia | 1hr | Gaped lecture Pair and Group discussion, reading assignments, reflection  Question and answer | Work sheets, flip charts,  tables | observation marking assignments, oral questioning , reflection  quiz |
| * Identify early educators contributions of early childhood * Tell the principles of early childhood education | * 1. Childhood devt in view of Early Educators      1. Frederick Frobel – early child devt and education      2. Contribution of Dr. Maria Montessori- early child development and education      3. Principles of Early childhood Education | 4hrs | Gaped lecture  Reflection  Debates  Reading assignments Question and answer | Work sheets  LCD projector, flash cards, shash board | oral questions, reflection  observations  group assessment |
| * Define the term curriculum * Discuss the basic concepts of curriculum development * Explain issues involved in preschool curriculum development and implementation | * 1. Basic concepts and definition of Curriculum   2. Curriculum development   3. Fundamental Elements of Curriculum (Objectives, contents, learning strategies, organization and Evaluation) | 2hrs | Gaped lecture Pair and Group discussion, reading policy documents assignments, reflection Questions and answer | Work sheets, flip charts,  Tables | observation, monitoring, assignments  group assessment  oral questioning |
| * Identify preschool curricular documents * Tell how preschool curriculum is prepared contents of pre-school curriculum | * 1. Introduction of Pre-school Curriculum      1. Pre-School Curricular Documents      2. Preparation of pre-school Curriculum | 3hrs | Buzz group ,brain storming  Questioning and answering | preschool syllabus, policy documents, flip charts | project work, assignment, group participation, group assessment oral and written questions , quiz |

References

* ICDR- Teacher Education Handbook 1999 A.A
* David Pratt- Curriculum design and development 1980
* George S. Morison – Early Childhood Education Today 1984 USA
* Foster and Headleys- Education In The Kindergarten 1966 N.Y
* J.MCV.HUNT- The Montessori Method Eighteenth Edition 1974 USA
* Aparajaita chowdhury- Preschool Children 2002 Delhi
* Tina Bruce and Carolyn Megitt- Childcare and Education 2005

**Unit-3- Methods of Developing and Teaching Children (9 hours)**

**Unit Learning Outcomes**: after completing this unit prospective preschool teachers will be able to

* Attempt to use techniques of teaching
* Recognize various active learning methods in Pre-school
* Appreciate Practical activities in preschool

| **Objectives** | **Content** | **Time allotted** | **Instructional Methodology** | **Instructional Materials** | **Assessment Techniques** |
| --- | --- | --- | --- | --- | --- |
| * Identify procedures of using techniques of teaching | * 1. The process of teaching and learning in pre school   2. Definition and concepts of teaching   3. Definition and concept of learning in preschool   4. Teaching techniques   3.4.1 teacher cantered approach  3.4.2 student centred/active learning | 2 hr | Gaped lecture,  Pair and Group discussion, reading assignments, oral reflection | Flip charts  Tables  Guide books | Quiz, oral questions, attendance |
| * Differentiate the various methods of developing and teaching children | * + - Learning by Doing/Practical activities     - Demonstration     - Songs     - Play/game Method     - Role play     - Puzzle,     - Explanation and discussion     - Field Visit     - Exploration     - Story Telling     - Questioning Method     - Group Method     - Project Method     - Phonic Method | 5hrs | Gaped lecture  Demonstration, explanation, field trip, pair and group discussion, reflection  Project work  Q&A,brain storming | Play materials(dolls, domino, lotto, picture cards etc) teaching aids( charts, flash cards, number roads, blocks etc) worksheets, | Oral question, reflection, observation report,  Group participation quiz, group assessment |
| * List criteria of selecting methods of teaching | * 1. Selection of Teaching Method      + Criteria of selecting method of teaching (objectives, contents, , class size, logistics, student and teacher background ) | 2hrs | Gaped lecture discussions, presentation,  Question and answer  Reflection | flipcharts, policy documents | observation report,  group assessment  oral questioning  test |

References

* George S. Morison – Early Childhood Education Today 1984 USA
* Foster and Headleys- Education In The Kindergarten 1966 N.Y
* J.MCV.HUNT- The Montessori Method Eighteenth Edition 1974 USA
* Aparajaita chowdhury- Preschool Children 2002 Delhi
* Tina Bruce and Carolyn Megitt- Childcare and Education 2005
* ሥምረት ማሞ- የሕፃናት ሥነ ትምህርት 1981 / ለ 3 ወራት ስልጠና የተዘጋጀ ጥራዝ/
* ትምህርት ሚኒስቴር - የቅድመ መደበኛ መርሀ ትምህርት ግንቦት 2001
* ትምህርት ሚኒስቴር- የአፀደ ሕፃናት መመሪያ 2001

**Unit Four: Planning in preschool (9 hours)**

**Unit Learning Outcomes**: after completing this unit prospective preschool teachers will be able to

* Recognize the importance of planning in preschool
* know the core levels of instructional planning
* manage to plan their lessons at different levels
* Implement lesson plans effectively

| **Objectives** | **Contents** | **Instructional Methodology** | **Time allot** | **Instructional Materials** | **Assessment Techniques** |
| --- | --- | --- | --- | --- | --- |
| Define the meaning of planning and instructional planning  Describe the natureof planning in pre-school | 4.1 meaning of planning  4.2 instructional planning  4.3Thenature/characteristics of planning in pre-school | Gaped lecture, Presentation, explanation, pair and group discussion, reflection ,brain storming, Q&A | 1hr | Sample plans**,** worksheetothersupportive material for pre-school teacher | observation  assignment, group presentation,  oral question |
| Discuss the significance of planning in preschool | 4.2 Importance/need of Instructional planning in Pre-school | Gaped lecture method ,small group discussion,  Reflection Q&A | 2hrs | Flash cards, Flipcharts, curriculum guide, syllabus | observation assignment, group assessment, oral question |
| * Relate the fundamental questions with the components of instructional planning | * 1. Components of Instructional Planning   (Objectives, contents, time, Method of Instruction, Instruct Materials, assessment  student and teacher activities) | Gaped lecture ,small group discussion,  Reflection Q&A | 2hrs | Flash cards,  Flipcharts, curriculum guide, syllabus | Observation, assignment, group assessment, oral question,quiz |
| * Identify the types of instructional objectives. * List the Bloom`s taxonomy of behavioural objectives | * 1. Types Instructional Objectives (general and Specific objectives)   2. Taxonomy of Behavioural Objectives | Gaped lecture, Group and pair discussion  Jigsaw, Q&A | 2hrs | Flipchart, syllabus, modules, tables | observation  Reflection, individual assignment |
| * List types of planning * Tell curriculum materials for instructional planning * Identify different formats of planning | * 1. Types of planning (Yearly, Unit, Daily)   4.5.1 curriculum materials for preparing instructional planning  (Syllabus, teachers guide, student text book)   * 1. Format of Lesson Plans( horizontal, vertical) | Gaped lecture  Pair and group discussion, reflection, individual reading, Q&A | 1hr | Sample plans, charts**,** preschool syllabus, other supportive materials | Assignments, individual and group assessment, oral question, preparing daily lesson plan |

**References**

* Aparajaita chowdhury- Preschool Children 2002 Delhi,
* Tina Bruce and Carolyn Megitt- Childcare and Education 2005
* ሥምረት ማሞ- የሕፃናት ሥነ ትምህርት 1981 / ለ 3 ወራት ስልጠና የተዘጋጀ ጥራዝ/
* ትምህርት ሚኒስቴር - የቅድመ መደበኛ መርሀ ትምህርት ግንቦት 2001
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* Tina Bruce- Early Childhood Education 1997 London
* Celia Antia Decker John R.Decker – Planning and Administering Early Childhood Programs.
* Brenda Stebbing- Learning Through play A manual for ECEC Teachers. UNICEF 1999 Harare.
* Aparajaita chowdhury- Preschool Children 2002 Delhi
* Tina Bruce and Carolyn Megitt- Childcare and Education 2005

**Unit-5- Continuous Assessment in pre-school (8 hours)**

**Unit Learning Outcomes**: after completing this unit prospective preschool teachers will be able to

* Understand the concept of continuous assessment
* Recognize the techniques of assessing specific areas of behavioural change
* Assess developmental areas of preschool children

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| **Objectives** | **Contents** | **Time allotted** | **Instructional Methodology** | **Instructional Materials** | **Assessment Techniques** |
| * Define continuous assessment * explain the importance of continuous assessment * identify the characteristics and objectives of the different types of cont. assessment | 5.1. The essence of assessment  5.1.1.Definition of Cont. assess  5.1.2. Importance of cont asses.  5.1.3. Charact of cont assess.  5.1.4. Objectives of cont assess. | 3hrs | Gaped Lecture,  Pair and group discussion,  Reflection Q&A | Samples of teacher made tests, worksheets, flip charts,  checklist | Observation  assignment, group presentation, oral and written reflection |
| * Define continuous assessment tools * List different tools for continuous assessment * Identify what tools how and when to use them for assessment in pre school | **5.2.** Tools for continuous assessment in pre-School  5.2.1. Observations   * Practical activities   5.2.2 Project work  5.2.3. Interviews with children, parents and others  5.2.4. Case study  5.2.5. Portfolio  5.2.6. Self Assessment  5.2.7. peer-Assessments  In preschool | 3hrs | Gaped lecture  Individual activity and group discussion,  reflection, Q&A | flip charts  Check list  Rating Scale | Observations  Self assessment  assignment, group assessment oral questioning |
| * Prepare continuous assessment plan for preschool * Indicate how to implement, evaluate, * give feedback and report the results of continuous assessment | 5. 3 Keeping progress records  5. 4. Giving feed back  5. 5. Reporting results to relevant parties | 2hrs | Gaped lecture,  Demonstration, Presenting Sample assessment formats and plans  Questions and answers | Guide books  Sample Assess. plans | Project  Reflection  observation ,oral questioning  quiz |

**Reference**

CCF- Child Growth and Development Check list 2003

Black, P. and Wiliam, D. (1998) Assessment and classroom learning. *Assessment in Education*.

Blenkin, G. and Kelly, A. V. (eds) (1992) *Assessment in Early Childhood Education*. London: Paul Chapman.

Bredekamp S and T. Rosegrant (eds) *Reaching Potentials: Appropriate Curriculum and* *Assessment for Young Children*. Vol 1. Washington DC: National Association for the Education of Young Children.

Stephen J. Bagnato.(2007) Authentic Assessment for Early Childhood Intervention best practices: The Guilford Press A Division of Guilford Publications, Inc. New York

Boehm, A. E. & Sandberg, B. (1982). Assessment of the preschool child. In C. R. Reynolds & T. B.Gutkin (Eds.), *The handbook of school psychology* (pp. 82–120)*.* New York: Wiley

Boehm, A. E., & Weinberg, R. A. (1997). *The classroom observer: Developing observation skills in early childhood settings* (3rd ed.)*.* New York:*T*eachers College Press.

**Unit six**: **Classroom Organization and Management in Pre-school (4 hours)**

**Unit Learning Outcomes**: after completing this unit prospective preschool teachers will be able to:

* Understand the term classroom management
* Appreciate techniques of classroom organization
* Know how to organize their classroom for different tasks
* Establish basic classroom rules
* Develop fundamental behaviour management techniques

| **Specific Objectives** | **Contents** | **Time allotted** | **Instructional Methodology** | **Instructional Materials** | **Assessment Techniques** |
| --- | --- | --- | --- | --- | --- |
| * Define the term *classroom management and organization* * Organize their classroom for different tasks | * 1. Definition of Classroom Management   2. Classroom Organization | 1hr | Gapped lecture, buzz group discussion, Jigsaw,  Reflection ,question and answer, question and answer | flash cards  flip charts  curricular materials (syllabus, modules) | Quiz, assignment, group presentation, oral and written reflection |
| * Identify the major forms of seating arrangements * Arrange seats as per necessity | * 1. Forms of   Seating arrangement  (round table pattern, horse shoe pattern ,cluster pattern , row type) | 1hr | Group discussion, Jigsaw, gapped lecture, demonstration/simulations | Pictures,  Flip charts,  Videos,  Other relevant  Print materials,  TV sets | Reflection  Observation  Tests |
| * List some the behaviour management techniques in preschool classrooms * Construct fundamental rules of classroom management in pre- school classrooms | 6.4. Basic behaviour management techniques in pre-school classrooms  6.5. Fundamental classroom rules | 1hr | Group discussion, crossover,  gapped lecture,  debates | Flip chart  markers  Projector  Film strips | Oral and written tests  observations |

**References**

Aggarwal, J.C. (1996). Principles, Methods and Techniques of Teaching. New Delhi: Vikas Publishing House Pvt. Ltd.

Berhane Girmay and Haile G. (2005).Module: General Methods of Teaching. Mekelle University (unpublished).

Borich,Carry,D.(1988).Effective Teaching Methods. London: Macmillan publishing company.

Briggs, L.J and et al (1981). Hand book of Procedures for the Design of Instruction, (2nd ed). New Jersey: Educational Technology Publications. .

**Overall assessment**

* Test 20%
* Individual work reflection 10%
* group work presentation 10%
* Attendance-5%
* Project work 15%
* Final exam- 40 %