

INTED TRAINING REPORT - BOLGATANGA SENIOR HIGH SCHOOL 2016

Training Type	School Specific Programme
Modules	Lesson Design and Factors Affecting Student learning, and Critical Thinking Skills
Facilitators	Albert Amponsah, Fiifi Hope, and Raphael Aidoo-Taylor
INTED Admin	Louisa Koomson and Evans Hokey
Dates	November 17 th and 18 th
School	Bolgatanga Senior High School
Region	Upper East Region
Population	Number of Teachers (118)/Number of Student (1,945)



Trainees of Bolgatanga Senior High School and the INTED team

INTRODUCTION

The team arrived in Bolgatanga on the 16th of November 2016 after setting off from Accra on the 15th November 2016 at about 5:30pm. The team was ushered into their guest house by Mr. Vitus Angkyier, who is the Assistant Head Academics of Bolgatanga SHS, and a 2013 INTED Fellow.

The team rested for about 4 hours and met management of Bolgatanga SHS for pre training and logistics discussion.



Pre training meeting and logistics and training rooms inspection by the team

The training programme held for Bolgatanga Senior High School at Bolgatanga in the Upper East Region on 17th and 18th of November 2016 was very fruitful, but also came with challenges.

The teaching and leadership staff was demarcated into 2 main cohorts. The first Cohort was led by Master Fellow Fiiifi Hope and supported by INTED Admin, Evans Hokey. The total number of trainees projected to be in Cohort A was 54 for each day, save absentees who had asked for permission from school authorities to absent themselves.

The second cohort was led by Master Fellow Albert Amponsah and supported by INTED Admin, Louisa Koomson. The total number of expected trainees was projected at 58. In cohort B there were also people who had genuine reasons to absent themselves, which management of the school pointed out.

The two-day training programme tackled Lesson Design and Factors affecting Student Learning and Critical Thinking Skills. The second day was a success compared to the first in terms of trainees' preparedness and participation.

About 112 teachers including 12 Heads of departments participated in the teaching Practice and Instructional Leadership modules, respectively.

Day One (1)

The session began with a welcome address during which Raphael Aidoo-Taylor introduced the Master Fellows and INTED Admins. This was followed by the watching of a short INTED video to enlighten the trainees on the organization. It was made clear to all trainees that each day session will be from 8:30 am to 4:30 pm.

The Headmaster was given the platform to welcome the trainees and encouraged them to fully participate in the training programme. He added that, he has instructed the INTED team not to award certificate to any trainee who does not take the training very serious.

After the welcome address by both management and INTED Admin, MF Raphael Aidoo Taylor led the first group activity known as building the pyramid. The trainees participated fully and gave their opinion on the activity.

Day One (1) – Cohort A

Morning

Following the introductory session, participants were introduced to the components of Lesson Design and Factors Affecting Students Learning.

All the trainees were provided with INTED training material in INTED branded envelopes, and each of the trainees were given additional materials including writing sheets, pens, module materials, and plain sheets for them to write their names for easy verification

The morning session introduced a number of strategies, which participants were given the chance to practice through discussions, presentation and individual contributions. The morning session rounded up around 1.30pm



Master Fellow Fiifi Hope leading training in Cohort “A” during Day 1

Afternoon

The afternoon session that followed lunch began straight into the Design Studio. Following introduction to the session, trainees were grouped in teams of between 10 and 15 depending on subjects. Master Fellow Fiifi Hope explained the following objectives:

1. To enable trainees practice embedding strategies effectively in their Lesson Plans before their classrooms
2. To identify subject-specific idiosyncrasies in the application of strategies
3. Finally, for trainees to get answers to all the strategies they may have questions about



Teams in Cohort “A” discussing their presentation during the design studio session

The day rounded up with subject group presentation during which Master Fellow Fiifi Hope, who guided them where they got it wrong, and critiqued each team's performance.



Trainees presenting their discussions during the Design Studio

Day 1 – Cohort “B”

Morning

Cohort B was led by Master Fellow Albert Amponsah and supported by Louisa Koomson (INTED Admin). Cohort B had a total number of 56 trainees comprised of all trainees who teach social sciences, languages, general arts and the reading subjects.

The facilitating team introduced them to all strategies to ensure effective Lesson Design and also identify factors affecting students learning. The morning session in cohort B slightly delayed the training schedule. Master Fellow Albert Amponsah took his time to answer questions and delve into the module's constituent concepts.



*Participants in cohort B, enjoying the training with **Master Fellow Albert Amponsah***

Afternoon

In the afternoon was the Design Studio, where trainees were asked to group themselves based on the subjects they teach. With groups quickly formed, members demonstrated support for each other through the Lesson Plan design and its presentation. Each group was given a flip chart and a marker and allotted 5 minutes to complete their lesson plan presentation.

Instructional Leadership

Master Fellow Raphael Aidoo-Taylor led Instructional Leadership simultaneous to the Design Studio sessions. The Instructional Leadership session was staged in the IT Lab of the school for the purposes of convenience and comfort of the school management. The Instructional Leadership session had an objective of ensuring that management has the full capacity to monitor and ensure the implementation of the strategies being learnt. MF Raphael made the session the session very interactive.



Instructional Leaders actively brainstorming strategies for monitoring and implementation

The day ended at around 5:15pm with a debriefing meeting with the management of the institution, below were the highlighted points:

1. The management were adequately prepared for the training
2. Snack and lunch were on time and didn't affect the programme schedule in anyway
3. General comportment of teachers was fairly good
4. Facilitators were very cordial and accommodative
5. Some teachers were still not complying with housekeeping rules

Day Two (2)

Introduction

Day two of the training commenced a little earlier than the usual starting time. The training started at 8:15am with all teachers seated. Master Fellow Raphael Aidoo Taylor took the trainees through a team building exercise; this time he introduced an activity known as the *Worst Collaborative Moves*. Trainees were expected to stage an act that demonstrates the effect of malfunctioning. MF used numbered heads to create their respective groups. Each group comprised of about 10 trainees.



Teams demonstrating the worst collaborative moves on stage

Day Two (2) – Cohort A

Morning

Ensuing the team building activity was the cohort breakouts. The two cohorts switched their training rooms. Cohort “A” started with a recap of activity that is the answering of questions on the exit cards given to trainees.

The module for the day – Critical Thinking Skills – was introduced. Trainees were very active throughout the day. There were 52 trainees in cohort “A” in the morning of the second day. There were trainees who were there for internship and National Service Persons as well.



Trainees very attentive and focused for the day's session

The morning session of Cohort A also delayed a little because trainees asked a lot of questions and facilitator took his time to answer. The morning session ended slightly after 1:30pm, which is the usual time for lunch.

Afternoon

The afternoon training began with the completion of the morning lecture session before the Design Studio session. The Master Fellow took them through the Design Studio session, which saw the trainees actively involved and form teams for discussions and presentations.



Cohort A Trainees preparing for their presentations

Cohort “B”

Morning

Cohort B in the morning started with very good timing. Facilitators and Trainees were both within time throughout the session. Trainees enjoyed their time and participated actively in the training. Strategies such as Foldables were introduced to the trainees. The morning session ended at exactly 1:00pm for trainees to go and have their lunch.

Afternoon

The afternoon session continued on schedule as expected, with trainees seated and actively participating. Trainees demonstrated during the Design Studio the usage of the strategies in their respective classrooms.

Facilitators gave the guidelines on how to present their group work and select one person to present on behalf of the group. After their presentations, facilitators asked questions and made inputs on how they can ensure critical thinking in lesson deliveries.

Day 2 - Instructional Leadership

Master Fellow Taylor took the leaders through various educational moves that should be encouraged to ensure that the teachers practise their strategies in class. They highlighted a number of issues that affect teacher performance in class and solutions that will be used to address these problems.



Instructional Leaders in active brainstorming exercise

Final Debriefing with Management of Bolgatanga Senior High School

INTED Team had a final debriefing meeting with Bolgatanga Senior High School Management. The meeting lasted for just 20 minutes with The Headmaster and his assistants. The following points were highlighted during the training:

1. Management of the School were most grateful for the training offered them by INTED
2. They will quickly decide on the actual dates for the next training so they can cover the rest of the modules
3. Management were advised by INTED to intensify their monitoring strategies so that teachers can practise their strategies from the modules offered
4. Management assured INTED that they will refer the programme some surrounding schools so they can also benefit from this training



Final debriefing meeting with Management

Meeting Comments

1. Both Teachers and management were very well prepared for the training ahead of time

2. Most teachers were very time conscious and participated fully
3. A lot of roles were assigned to teachers by management hence they could not participate fully during the training
4. Management should provide teachers with Training Materials so that they can use it to practice the strategies in the classroom

Conclusions

In order to understand the effectiveness of the programme, a questionnaire was given to all the teachers to fill after the training. The evaluation form was given to the teachers at the time where training was almost over.

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Louisa Amba Koomson
(Programmes Manager)

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Evans Edem Hokey
(Programmes Coordinator & Recorder)