

Report on INTED's School Specific Training at Odoben Senior High School (ODOSCO) from August 2 – 4, 2016.

1.0 Introduction

The Institute of Teacher Education and Development (INTED) led by its Founder and CEO, Kwabena Amporful, was in Odoben Senior High School to provide a three-day School Specific Training Programme for the leadership and teachers of Odoben Senior High School.

The training covered three modules for both the school leadership and teachers. The modules were: *Lesson Design and Factors Affecting Student Learning*, *Active Student Engagement* and *Using Students' Prior Knowledge*.

This training programme was led by three Master Fellows: Faustina Nana Ackon, Fiifi Ammoa Hope and Raphael Aidoo-Taylor. The total number of trainees was given to be 51.

2.0 Training

2.1 2nd August, 2016: Lesson Design

The training started at 9:00 am owing to the fact that most of the teachers stayed outside the school campus hence arrived late. Quintessential of INTED training programmes, this module was divided into two sessions: the morning session – which comprised a lecture where teachers were taking through the various strategies to be deployed in designing lessons which took care of the varying needs of students taking cognisance of the fact that the classroom environment could be an impediment in the smooth delivery of lessons - and the afternoon session known as the design studio where teachers put into practice the strategies learnt during the morning session.

Trainees both academic heads and teachers sat throughout this morning session where they were exposed to strategies in designing lessons.

In the afternoon, academic heads were separated from the teachers. These heads had a session in Instructional Leadership in the school ICT laboratory. Contemporaneously, the teachers were put into groups to plan lessons to be presented later in the day.

The academic heads later joined the teachers where the academic heads observed while the teachers put the strategies learnt into practice. Master

Fellows and INTED Admin were on hand to provide assistance where teachers had difficulties.

It emerged that the teachers did not grasp the strategies as expected. Master Fellows expressed disappointments in the way the teachers made their presentation. They, however, gave honest feedback to the trainees with the aim of seeing improved performance the next day. The training was brought to a close at 5:30pm.

2.2 3rd August, 2016: Active Student Engagement

The training kicked off around 8:30am with a Master Fellow engaging trainees to review the previous day's exit cards. She soon zoomed into the module for the day. Enthusiasm levels were high as trainees were determined to improve upon the previous day's performance in terms of presentation.

There was a break at midday for lunch after which academic heads went to the ICT lab again for Instructional Leadership training session while teachers were requested to maintain the previous day's groups and plan lessons that actively engaged students. The academic heads would later join the teachers to observe their presentations. There was a marked improvement in the presentation on this day as compared to the previous. Feedback was given as honestly as possible. This day's training session was brought to a close at 5:00 pm.

2.3 Using Students' Prior Knowledge

This day's training session began at around 8:30 am. Both trainers and trainees were fired up for the last day of training. The module for this day's training was Using Students' Prior Knowledge. This module seeks to help trainees link up what students already know with the topic to be taught as knowledge acquisition does not occur in a vacuum.

As usual, all trainees sat through the morning session where they were exposed to the various strategies of harnessing students' prior knowledge in delivering lessons.

After lunch break, which was much earlier because it was the final day of training, academic heads went to the ICT Lab for training sessions in

Instructional Leadership while teachers were put into groups to design lessons that took into account the previous knowledge of students. Academic heads would later join teachers as teachers present the lessons planned.

There was continuous improvement in the presentation by teachers which was highly commended by the Master Fellows.

The session ended with INTED CEO expressing appreciation to the head of ODOSCO for granting INTED the opportunity to provide professional development training in school. The head of ODOSCO on her part thanked the INTED team for their commitment to seeing improvement in the quality of education in Ghana. She also seized the occasion to thank her teachers for their cooperation and support throughout the training period.

This was shortly followed by a closing prayer and picture taking.

INTED team departed ODOSCO around 4:30 pm.

3.0 Observations

It was observed that some teachers did not take the programme seriously as they absented themselves from training. Some teachers also never returned to the training room after the snack and lunch breaks.

4.0 Recommendation

INTED should discuss with school authorities to come to an agreement that teachers who miss any day of training or a session of it will not be certified. This will make teachers take the training programmes seriously by being punctual and regular.

5.0 Conclusion

In all, it was an eye-opening programme that exposed teachers and academic heads of ODOSCO to innovative teaching practices. Teachers expressed their determination to use the strategies learnt in the classroom in the coming academic year.

Compiled by:

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