

2016 INTED SCHOOL SPECIFIC PROGRAMME REPORT

Training type	School Specific Programme
Modules	Lesson Design & Factors Affecting Student Learning, and Active Student Engagement
Master Fellows	Emma Acolatse, Raphael Aidoo-Taylor, Fiifi Hope, and Annie Pomeyie
INTED Admin	Louisa Koomson and Evans Hokey
Date	December 21- 22, 2016
School	Swedru Senior High School, Central Region
Population	84 Teachers/15 HODs/ 2,490 Students
Programme sponsor	GCB Bank



The INTED Team with Trainees of Swedru Senior High School

INTRODUCTION

The team arrived at Swedru from Accra and Cape Coast on the 20th December 2016 around 2pm to do walkthroughs and necessary preparations towards the training. Evans Hokey, Programmes Coordinator arrived earlier in the day for a pre-training logistics meeting at the school with Swedru SHS management members. The management confirmed that all logistical arrangements for the training had been put in place - Madam Dorothy, School's management designee, had supervised for this result. After the meeting, Madam Dorothy made available the details of the accommodation arrangements for the team.

The trainees were grouped into two (2) Cohorts, A & B. Cohort A was led by Master Fellow Fiifi Hope and supported by Master Fellow Raphael Aidoo-Taylor. The total number of trainees projected to be in Cohort A was 60. Cohort B, with a projected total of 50 trainees was led by Master Fellow Emma Acolatse and supported by Master Fellow Annie Pomeyie. The 2-Day training programme tackled Lesson Design and Factors Affecting Student Learning and Active Student Engagement. About 110 teachers including 10 Heads of Department were expected to participate in Teaching Practice, with their heads of department in the Instructional Leadership modules. The Instructional Leadership session was scheduled after each day's morning session - while the rest of teachers engaged in practice session dubbed "Design Studio". Overall, the training programme held for Swedru Senior High School, in the Central Region during the 21st and 22nd December, 2016 was very fruitful and educative; participants were notably very grateful to GCB Bank for the sponsorship discount their reduced their costs.

DAY ONE

The session began at 9:00am with a welcome address by a representative of the school after which Louisa Amba Koomson (Programmes Manager, INTED) introduced the INTED team, talked briefly about the Institute, and explained GCB Bank's sponsorship of the programme. The introduction included watching a short INTED video and the elucidation of the training schedule over the 2 days. The Headmistress, Mrs. Alberta O. Rigg-Stewart, was returned the platform to also welcome the trainees; she encouraged trainees to fully participate in the programme. She reiterated INTED's Certificate Policy not to award trainees who do not complete any aspect of the programme.

After the welcome and introduction addresses, Master Fellow Raphael led the trainees through a "Building a Pyramid" team activity. The trainees participated fully and deliberated on the connections between the activity and communication for effective collaboration skills. Trainees were afterwards placed into their respective cohorts.



Trainees engaged in the Building of a Pyramid activity

Day One – Cohort A

Morning

Cohort A started training at 10:30am around which time the trainees were provided with INTEDE training materials in branded envelopes. Trainees were introduced to the components of Lesson Design and Factors Affecting Student Learning. Trainees were also introduced to a number of strategies, such as Think Pair Share, T-Chart, Think-Write-Pair-Share, Learning Partners, Venn diagram, etc. There was a snack break around 11:30am after which the morning session rounded up at 1:30pm for a lunch break.



Programmes Manager Louisa and Master Fellow Fiifi training in Cohort “A” during Day 1

Afternoon

After lunch, trainees were introduced to the afternoon session called the Design Studio. They were grouped in subject teams, after which Master Fellow Fiifi explained the Design Studio’s objectives:

1. To design a lesson plan, effectively embedding strategies from the morning’s session
2. To enable trainees practise the strategies effectively before their classrooms
3. To receive feedback and support on the trainees’ practice of the strategies
4. To answer any outstanding questions on strategies from the morning’s sessions.

The day rounded up with various department level presentations with feedback and guidance from by Master Fellow Fiifi. Below are pictures from Cohort A’s Design Studio session:



Department level planning, and separately, trainee presentation during the Design Studio

Day One – Cohort B’s Morning session

Cohort B was led by Master Fellow Emma and supported by Master Fellow Annie. Cohort B had a total number of 50 trainees comprised of all trainees who teach social sciences, languages and the General Arts and reading subjects. The facilitating team introduced trainees to all strategies under the Lesson Design module after identifying factors affecting student learning. Examples of strategies to which trainees were introduced Think-Pair-Share, Learning Partners, Venn Diagram etc.

Afternoon

During the Design Studio session, trainees were requested to group themselves according to subject area. Each group picked a topic based on which to prepare and present lesson plans. Members of the group demonstrated collaboration with each other and guided themselves through the presentation. Each group was given a flip chart, marker and allotted 20minutes to plan their lesson plan embedding and demonstrating some of the morning session strategies, and 5 minutes for presentation.



Trainees in discussions during Design Studio session in Cohort B

Instructional Leadership

Held in the school’s assembly hall for the purposes of convenience and comfort of the school management, the instructional leadership session had the objective of ensuring that management has the full capacity to support and ensure the implementation of the strategies learnt in the morning. The heads came up with educational moves against some obstacles that are likely to obstruct the implementation of the strategies learnt. Master Fellow Raphael led a very interactive session.



Instructional Leaders actively brainstorming on strategies for monitoring and implementation

Day One

INTED-SWESCO Management Debrief: The training day ended around 5:15pm with a debriefing meeting with the management of the institution; below were the highlighted points:

1. The management were acknowledged for adequately preparing for the training
2. Snack and lunch were on time and did not affect the programme schedule in anyway
3. General comportment of teachers was reasonably good, although some teachers were still not complying with housekeeping rules
4. Facilitators were also acknowledged to be cordial and accommodative



INTED Team in a debriefing session with Management Team of Swedru SHS

DAY TWO

Introduction

Day two of the training commenced a little earlier than the previous day with all teachers seated at 8:45am. During the first day's debriefing session, the school's management pleaded that INTED team restructures the Day 2 training to close early to enable trainees buy stuff for the festive season since it was the town's last market day before Christmas. The team decided to skip the worse collaborative move skit. The 21st Century Video was played and INTED Admin, Louisa Koomson led the discussion of the video. The need for professional development and teamwork was reiterated and trainees were urged to be innovative and creative in their classroom. The teachers also shared positive feedback on the Day 1 training and made known their eagerness to learn the Day 2 strategies. Trainees asked questions about some of the strategies and opined for clarifications on several issues bothering them as well. The Headmistress added her voice and also gave a feedback on what happened on the first day and what she expects to see on the second day.

Day Two – Cohort A

Morning

The two cohorts switched their training rooms. Cohort “A” started around 9:10am with the exit cards activity addressing questions from the trainees. The Master Fellow Fifi then introduced the second day’s module, *Active Student Engagement*. Trainees were very active throughout the morning session. Strategies such as Quick-write, Pass that Question, Pass that Answer, Foldables, and Inside-Outside-Circle, etc. were introduced to trainees. Snack break at 10:30am, followed by lunch at exactly noon.



Cohort A Trainees seen very attentive, and in a second take, enjoying the foldable strategy

Afternoon

The afternoon session began with a completion of the morning lecture session before beginning the Design Studio session. Master Fellow Fifi trained trainees through the Design Studio session that saw them actively form teams for discussions and presentations.

Cohort “B”

Morning

Master Fellow Emma, supported by Master Fellow Annie, started the Day 2 training on time. Trainees enjoyed their time and participated actively in the training. Trainees were introduced to same strategies as in Cohort A above, before breaking for snack at 10:45 am. The morning session ended at exactly 12:30pm for lunch.

Afternoon

The afternoon session continued on schedule at 1:30pm, with trainees seated and actively participating. Trainees demonstrated during the design studio how they will embed the strategies in their respective class lessons, showing a marked improvement over Day 1’s performance.

Facilitators gave the guidelines on how to present their group work and select one person to present on behalf the group. After their presentations, facilitators ask questions and give feedback on how they can ensure active student engagement in their classrooms. The pictures overleaf capture a couple of moments during Cohort B’s Design Studio session.



Cohort B Trainees in very active group lesson plan design sessions during design studio

Day Two - Instructional Leadership

Day two of this module was led by Master Fellow Raphael, who took the leaders through various educational moves to ensure that the teachers are supported to practise their strategies in their various classes. They came up with solutions for the anticipated obstacles that may hinder the effective monitoring and implementation of the strategies learnt. They also drew up a School Action Plan, which will guide the department heads in their monitoring and collaboration work.

Evaluation

In order to understand the effectiveness of the programme, a questionnaire was given to all the teachers to fill after the training.

Final Debriefing with Management of Swedru Senior High School

INTED Team had a final wrap up meeting with Swedru Senior High School Management, which lasted for about 20 minutes. The following points were concluded during the training.

1. Management of the School were most grateful for the training offered them by INTED, with sponsorship support by GCB Bank.
2. They communicated their interest in completing the Tier I training programmes and will decide on the actual dates for the final 3-Day training.
3. Management assured INTED that they will refer INTED to some surrounding schools so they can also benefit from this training.
4. The issue of awarding service personnel certificates of participation was left in the hands of management, who later asked for an equal application of the Certificates Policy.



Final debriefing meeting with Management

Comments

1. Both Teachers and management were even better prepared for the training on Day 2.
2. Most teachers were very time conscious and participated fully
3. A lot of roles were assigned to a few teachers by management hence a number of teachers did not participate fully the training.
4. It was suggested that Management should provide teachers with Training Material so that they can use it to practice the strategies in the classroom.

Signatures:

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Louisa Amba Koomson
(Programmes Manager)

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Evans Edem Hokey
(Programmes Coordinator & Recorder)