

2017 INTED SCHOOL SPECIFIC PROGRAMME REPORT

Training type	School Specific Programme
Modules	Lesson Design & Factors Affecting Student Learning, Using Prior Knowledge, and Active Student Engagement
Facilitators	Emma Acolatse, Annie Pomeyie, Albert Amponsah and Raphael Aidoo-Taylor
INTED Admin	Louisa Koomson, Evans Hokey
Date	January 4-6, 2017
School	Breman Asikuma Senior High School, Central Region
Population	64 Teachers/11 HODs/ 1,900 Students
Programme sponsor	GCB Bank



Teacher and Heads of Breman Asikuma Senior High School and the INTED team

INTRODUCTION

The INTED team arrived at Breman Asikuma SHS (BASS) in the Central Region on January 3, 2017 for the 3-day training programme scheduled for 4th to 6th January, 2017. The team's early arrival at Breman Asikuma helped secure training centres and logistics for the training as well as accommodation for the team. Upon arrival, the team met with the Headmaster James Bambell of BASS and his three (3) Assistants for pre-training discussions. The ICT Lab and Library of the school were chosen for the Teaching Practice sessions, and the Assembly Hall for each day's opening and Instructional Leadership sessions. The heads ended the day with a discussion on the accommodation for the team at BASS. The team was ushered into our guesthouse at exactly 6:45pm after having prepared the training rooms.



INTED Team in a Pre-training meeting with the Heads of BASS

DAY ONE (Lesson Design) – Introduction & Team Building

The morning session on the first day begun by 9:30am with 76 teachers seated. Before the group activities and orientation, the teachers and INTED team were served with breakfast. The Headmaster was given the platform to welcome the trainees and INTED team – he encouraged them to fully participate in the training programme and do their best to be punctual. The Head in his welcome address instructed the INTED team not to award certificate to any trainee who does not take the training seriously. INTED Programmes Manager Louisa Koomson then introduced the INTED team, the Institute and explained GCB Bank’s sponsorship of the programme to the appreciation and delight of the audience.

After the introduction, Master Fellow Annie shared the objective of the training with trainees. Master Fellow Raphael followed by taking the trainees through the ‘Building the Pyramid’ team building activity. The trainees enjoyed the activity and shared feedback on their observations. MF Raphael explained the need for teamwork in implementing what will be learnt during the training. After the team activity the participants were grouped into two cohorts, A and B. Cohort A comprised of Science, Mathematics and Agric. teachers, while cohort B comprised of all social sciences and reading subject teachers. After the grouping, participants were led into their respective cohort training rooms.



Participants following proceedings during the Introduction session

Day One – Cohort A’s Morning Session

Master Fellow Albert led cohort A with support from Master Fellow Raphael. Participants were provided with INTED training material in INTED branded envelopes containing: branded INTED Pens, writing sheets and training materials. Participants were then introduced to the components of Lesson Design and Factors Affecting Student Learning via the slide lecture presentations. The morning session introduced a number of strategies, such as Think-Pair-Share, T Charts, Venn Diagrams, etc. The morning session broke for lunch break at 1:20pm.



Master Fellow Albert Amponsah leading Teaching Practice training in Cohort “A” during Day 1

Afternoon

During the afternoon session trainees were introduced to Design Studio, where they were grouped into subject teams of at least 6. Master Fellow Albert explained that they are expected to present a lesson plan that embeds the components of lesson design strategies on a topic of interest to the team. They were however cautioned not to come and teach but most importantly show the components of lesson design and explain when and how strategies will be incorporated in their lesson. The day rounded up with group presentation, after which each presentation was given feedback by the team and Master Fellow Albert.



Participants presenting their subject lesson plans after team deliberations

Day One – Cohort B’s Morning Session

Cohort B was led by Master Fellow Emma and supported by Master Fellow Annie, who together introduced trainees to all strategies in the Lesson Design module, and after having identified factors affecting student learning. The morning session in cohort B was effective with participants asking a lot of questions. Facilitators took their time to answer questions and delve into the modules being discussed. In addition to the aforementioned ones in Cohort A, the strategies taught included Learning Partners and List-Group-Label. The morning session rounded up around 1:20pm, followed by a 40minutes lunch break.



Master Fellows Emma and Annie leading Lesson Design training in Cohort B

Afternoon

Design Studio started after the lunch break. Trainees were grouped according to subject areas. A total number of 7 groups were formed. Each group was given a flip chart and marker and was allotted 8 minutes for their presentation. Each group selected a topic of their choice and prepared a lesson plan using the Lesson Design modules. Members of each group demonstrated their understanding of the module through their presentation, and were given feedback from the team as well as Master Fellows.



Design Studio team preparation, and lesson plan presentation showing the use of the strategies learnt

Instructional Leadership

Master Fellow Raphael handled the Instructional Leadership session with an objective of ensuring that Heads of Department of Breman Asikuma are empowered to fully support their teachers in implementing the strategies. The session had all Heads of Department present including the three Assistant Heads of Breman Asikuma. Please see pictures overleaf.



Instructional Leaders actively brainstorming on strategies for monitoring and implementation

Day 1 INTED-BASS Management Meeting: The day ended with a debriefing meeting with management of BASS. Below are the observation and suggestions made during the debriefing:

1. Management should improve on the timeliness of the school's kitchen
2. Teachers were not on time for the training
3. Overall comportment of teachers was fairly good
4. Some teachers were still not complying with housekeeping rules



Day One debriefing with Management of BASS

DAY TWO (Using Prior Knowledge) – Morning Team Building Exercise

The training started at 9:00am due to late breakfast arrangement for all teachers and INTED team. Master Fellow Raphael kick-started the day's programme by leading trainees through the *Worst Collaborative Moves* team building activity. Using a strategy known as numbered heads, trainees were grouped based on their chosen numbers. The groups were tasked to demonstrate, through a skit, worst collaborative actions that will hinder their completion of a task. Teams demonstrated in various humorous ways during their skit and feedback was shared. Below are some of the skit pictures. After the usual morning activities participants were asked to regroup into their various cohorts.

Day Two – Cohort A's Morning Session

Master Fellow Albert introduced the second day's module, *Using Prior Knowledge*. Trainees were introduced to various component strategies of the Module. Some of the strategies shared are Frayer's

model, Anticipation Guide, KWL etc. Participants were actively involved and asked various questions.



Trainees very attentive and enjoying the training module (Using Prior Knowledge)

Afternoon

During the Design Studio trainees were asked to build on the previous day’s chosen topic each and add the new strategies from the morning’s *Using Prior Knowledge* session using the materials from the Day 1. Participants were asked to demonstrate when and how they will inculcate the new strategies in their lessons. Participants proved beyond expectation through their presentations that they have understood the strategies.



Participants brainstorming during the Design Studio session

Day Two - Cohort B

Morning

Master Fellow Emma Acolatse introduced trainees to strategies in Using Prior Knowledge. In addition to strategies mentioned above in Cohort A, other strategies taught included Concept maps.. The morning session in cohort B was fun as facilitators involved trainees in a lot of activities under the day’s module, especially enjoyed were anticipation guide and the concept map activity.



Master Fellows Emma and Annie training teachers during Using Prior Knowledge module

Afternoon

During the Design Studio, facilitators gave the trainees direction on how to prepare and present their group work. Building on the previous day’s topic each group chose, trainees demonstrated how the use of the new strategies in their lesson plans. Group members contributed effectively during their presentation, after which facilitators shared feedback.



Cohort B Trainees in very active discourse during Day-2’s Design Studio

Day Two - Instructional Leadership

Master Fellow Raphael took Heads of Department through concrete strategies that should be used in their monitoring strategy. He emphasized on the need for the Heads to implement these strategies. And worked with them to prepare an action plan to be presented the following day.



Master Fellow Raphael taking Heads through new education and collaboration moves during IL.

Day Three (Active Student Engagement) – Introduction and GES District Director Visit

Morning

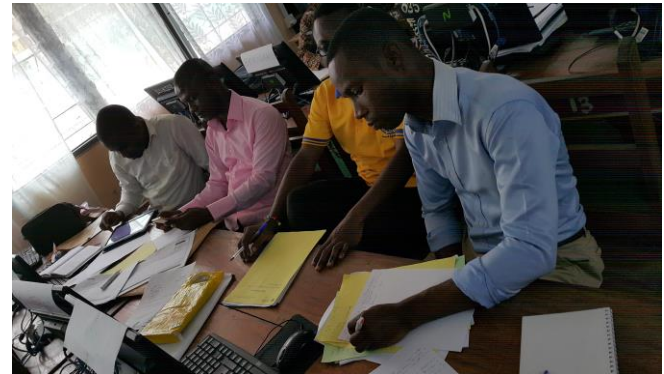
The third and final day of the training begun on time with almost all participants seated at 8:40am. The District Education Officer for Asikuma-Odoben-Brakwa District visited the school and gave a brief talk on the importance of professional development. He congratulated the management of the school for taking the initiative of building the capacity of teachers to improve student results and encouraged the teachers to take professional development very seriously as it will have a positive impact on them and the students. He thanked INTED for such a good initiative and added that this programme should be introduced in all schools across the country. Participants thereafter returned to their various cohorts for the final module.



The District Education Director talked to teachers and management about the need to be child centred rather than teacher centred

Cohort A

The Master Fellows introduced participants to strategies in Active Student Engagement. Some of the strategies taught were Foldables, Inside-Outside-Circle, numbered heads, Pass that Question etc. Participants enjoyed the training especially with the introduction of the Foldables. The morning session in Cohort A ended at exactly 12:30pm. Due to the lateness in lunch preparation, Master Fellows advised the trainees to continue with Design Studio in the interim.



Trainees enjoyed inside-outside circle as well as the foldables strategy during Day 3

Cohort B

The morning session in cohort B also continued with similar activities to those of cohort A – Master Fellows introduced participants to *Active Student Engagement* strategies. Some of the strategies taught were Pass that Question, Pass that Answer, Foldable, Quick Write, Inside-Outside-Circle, etc. The excitement of these strategies visibly incited the participants to be actively involved. After the morning session, cohort B trainees also continued with the Design Studio before lunch break by preparing their lesson plans for presentation, which will be done after lunch break. They worked actively in groups.



Cohort B Trainees involved in an activity associated with Active Student Engagement strategies

Afternoon – Cohorts A & B

The final day of the training at Breman Asikuma was a little different from other trainings. Both cohorts A&B were asked to present at the school Assemble Hall. Subject based groups presented their lesson plans using the backward design and demonstrated how and when they will inculcate the strategies learnt in their lesson. The Heads of Department were then called on to equally do their Action Plan presentation for the three Modules prepared during the Instructional Leadership training. Master Fellows and their colleagues gave final comments and feedback on each group’s presentation and thoroughly discussed and unanimously approved the Action Plan.



Groups presenting their Lesson Plans, followed by Heads of Department presentation of the School Action Plan

Programme Closure

After the presentations, the 21st Century Education video was played and an effective discussion was done led by INTED Admin Louisa Koomson. Trainees were entreated to be dynamic and innovative teachers because the world is evolving and teachers need to be abreast with these changes in order to produce students that compete and thrive in our changing world. All the Master Fellows added their voice in reiterating the need for continuous professional development, and for teacher and heads to be more innovative and mentors.

The floor was opened for feedback and participants commended Master Fellows for their impressive contribution to making the programme a success. The Headmaster also took the podium and congratulated teachers who have been effective throughout the three days of the training. He also thanked INTED team for a satisfactory workshop.

Evaluation

In order to understand the effectiveness of the programme, an evaluation form was administered to all trainees after the training to share individual feedback on the programme.

Final Debriefing with Management of Breman Asikuma Senior High School (BASS)

INTED Team had a final meeting with the management, the Head and his assistants, which lasted for 35 minutes. The management of the School said they were most grateful for the training offered them by INTED and added that, management will quickly decide on the date for the final part of the training Modules and share that information with INTED soon. The head made known to INTED that a query letter has been given to all teachers who did not participate in the training fully. INTED Admin Louisa Koomson informed the management that teachers who did not participate in the training will not be given a certificate. The assistant headmaster finally thanked INTED team for ensuring a successful training program.

Reported and Signed by:

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Louisa Amba Koomson
(Programmes Manager)

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Evans Edem Hokey
(Programmes Coordinator & Recorder)