

INTED PROGRAMME REPORT BASS (PART 2)

Modules	Critical Thinking Skills, and Review & School Collaboration Plan
Master Fellows (MF)	Emma Acolatse, Albert Amponsah, and Raphael Aidoo-Taylor
INTED Admin	Louisa Koomson and Evans Hokey
Date	August 30-31, 2017
School	Breman Asikuma Senior High School, Central Region
Population	83 Teachers & 9 Heads of Department/1,900 Students
Programme Sponsor	GCB Bank

INTRODUCTION

INTED's team arrived at Breman Asikuma SHS (BASS) in the Central Region on August 29, 2017 for an ensuing 2-day training program to complete the Tier I modules, which were begun earlier in the year by BASS. The team's early arrival at Breman Asikuma helped secure training rooms, other pre-training logistics, as well as accommodation for the training team.

Upon arrival the team, comprising Louisa Koomson (Programmes Manager), Evans Edem (Programmes Coordinator) and Master Fellow Emma, met with BASS Headmaster Mr. James Bambell, his three Assistants, and other Heads of Departments (HoDs) for pre-training discussions. The ICT Lab and Library were chosen as training rooms for the Teaching Practice sessions, and the Assembly Hall for each day's opening and Instructional Leadership sessions. After discussions, the team was ushered into our hotel at about 6:45pm after having prepared the training rooms.

DAY ONE (Critical Thinking Skills) – Introduction & Team Building

The morning session on the first day begun by 9:45am with most teachers seated. Before the group activities and orientation, the teachers and INTED team were served with breakfast. The main event was a little delayed by meal plans from the school's kitchen staff.

Mr. Bambell took the platform to welcome the teachers and INTED team after an opening prayer by one of the teachers. He encouraged them to fully participate in the training programme and do their best to be on time. In his welcome address, the Head instructed the INTED team not to award certificates to trainees who do not take the training seriously, and that their department heads are also checking attendance. Master Fellow Raphael then introduced the INTED team, acknowledged GCB Bank as INTED's Sponsor that financially support its programmes such as the current, before commencing the day's activities.



After his welcome address, the Head worked with teachers in the tallest tower activity

After the introductions and acknowledgment, Master Fellow (MF) Raphael shared the objective of the training with trainees; he followed by taking the trainees through the ‘Tallest Tower’ team building activity. The trainees enjoyed the activity and shared feedback on their observations. MF Raphael explained the need for a team approach to employ in their classrooms and departments 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 and were led by MF Albert, while Cohort B, comprising the remaining and reading subject teachers, were led by MF Emma. Before dispatching to their various cohort locations, MF Albert briefly took them through a quick feedback review, which requested the areas that worked after the first training and those that didn’t work, providing suggestions going forward.

Cohort A’s Morning Session – Lecture on Critical Thinking Skills (CTS)

MF Albert led cohort A with support from MF Raphael. Participants were provided with training materials in enveloped packages containing: INTED-branded pens, writing sheets and other printed course materials. Participants were introduced to several strategies during the CTS lecture. Some of the strategies included: metacognition, effective questioning, RAFT, pause, etc. The session, which evoked varied interactivity among trainees, ended by 1:30pm.



Master Fellow (MF) Albert leading CTS lecture training in Cohort “A”

Afternoon session – Design Studio

The Design Studio session was reintroduced to the trainees during the afternoon, during which trainees were grouped into subject department teams of at least 6 teachers each. MF Albert explained that they are expected to present a lesson plan as was done during the first training. They were reminded to show the important components of the lesson plan and explain when and how the strategies will be incorporated. The day rounded up with group presentations.



Participants presenting their lesson plan after their deliberation with their teams

Day One – Cohort B’s Morning/Lecture Session

Cohort B was led by MF Emma, who introduced trainees to all strategies in the Critical Thinking Skills module, after having started with the reading and discussion of the Critical Thinking Skills article. The session was very effective with participants asking a lot of questions and seeking clarifications on some modules. Their questions were properly addressed by the Master Fellow. The morning session rounded up around 1:30pm, followed by a 40-minute lunch break.



Master Fellow Emma leading cohort B with Critical Thinking skills module

Afternoon

Design Studio started after the lunch break. Trainees were grouped according to subject areas. A total number of 6 groups were formed. Each group was given a flipchart 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 Critical Thinking strategies. Each group demonstrated their understanding of the module through their presentation, and were given feedback from other teams as well as Emma. Some toffees were shared to motivate the presenters.



Participants in cohort B demonstrating and sharing ideas on Critical Thinking Skills

Day One - Instructional Leadership

Instructional Leadership was handled by Master Fellow Raphael with an objective of ensuring that Heads of Department are empowered to fully help their teachers in applying the strategies. They were also encouraged to hold frequent departmental meetings and reviews. All Heads of Department were present, and discussed some of the challenges they have had in managing their department colleagues since the initial programme.



Heads of Department brainstorming during the Instructional Leadership session

Day 1 INTED-BASS Management Meeting

The team rounded up the day with a meeting with management of BASS. The following notes of suggestions were taken during the meeting:

1. The kitchen delayed the morning session for about 45 minutes: The Assistant Head Domestic explained that the Matron had a problem with some kitchen equipment. However, things have been put in order to ensure it is not repeated going forward.
2. Participation of teachers were on-point: teachers were actively involved in the training and gave deep insights. This was confirmed by Master Fellows from each cohort.
3. INTED admin confirmed and commended management for their massive improvement in terms of training gadgets and their preparedness for the training.
4. Some teachers opined that, in the same vain as INTED does not want them to take pictures of the slides, similarly, they must give INTED permission to take their pictures.
5. Master Fellows also made a point of note that teachers must be informed by management to improve on their timeliness to and presence during training.



INTED team debriefing with Management of BASS after day 1

Day Two - Review & School Collaboration Plan (feedback & implementation)

The first session of the Review & School Collaboration Plan was led by MF Albert who took participants through a review session of all modules. The review session highlighted the various strategies embedded in all the modules and discussed how teachers have been able to use these strategies. Teachers gave very honest feedback on the usage of the strategies and how these strategies have been able to aid teaching in their respective classrooms. After the review of the entire modules for about 3 hours, Master Fellow Raphael took over with the Instructional Leadership review and School Collaboration plan. Trainees were asked to join their department teams in developing action plans which will guide the departments going

forward. After their planning, each department was given the platform to present their action plans to management for review and suggestions.



School collaboration planning and presentation by HOD's

Feedback summary shared by teachers during Review session

Critical Thinking Skills:

1. Critical Thinking Skills should support my teaching ability to improve on how I will be able to allow my students to think outside the box
2. Strategies in this module will give other perspectives that can help students think more
3. The module can enable my students to carefully analyse and evaluate information for deeper understanding and performance

Lesson Design and Factors Affecting Students Learning

1. Lesson Design was very important because it provided a road map to planning your lesson
2. I wish the preparation of lesson plan and design was done differently
3. Backward design enhanced my way of planning for a lesson and how to even plan the entire term
4. Lesson design module helps to know the new ways of planning a lesson like thinking of assessment before formulating a procedure for lessons
5. Ghana Education Service has a standardized Lesson Design which every teacher has to follow

Active Students Engagement

1. This module ensures team work and individual activeness and interest in the class
2. A strategy like Think-Pair-and-Share ensures knowledge sharing among the students
3. All my students feel engaged throughout the time I spend with them in class
4. Presentation in groups after interactions now ensures proper assessments
5. Strategies such as pass that question, double entry journal etc. shall help every teacher to achieve at least 90% of his/her objectives

Using Prior Knowledge

1. The Concept Map was not understood properly; reference material would help to support its usage
2. Facilitators must have time to explain strategies in Using Prior Knowledge

3. One of the best review points was from this module which is the use of the Concept Map; it can be printed boldly and pasted on the walls in class
4. The least useful strategy was the Quick Write because students may write and share wrong answers with less brilliant students

Instructional Leadership

1. Instructional Leadership and Critical Thinking Skills will be difficult to introduce since it was not practiced from the early childhood time in most schools

General feedback

1. They mentioned that INTED must provide them with detailed reference materials to help them use the strategies effectively
2. Leadership aspect of the training should be made available to all teachers since they could all rise to such positions
3. INTED should endeavour to develop a basic level curricular for JHS and basic schools
4. In all it was a good training and I will recommend it to any school
5. Time should have been given to them to jot down points from the slides, since adequate materials were not given
6. We need financial support to be able to apply most of the strategies, such as *Foldables*

Make-Up Session

Simultaneous to the review session, Master Fellow Emma supported by Programmes Manager Louisa led an organized make-up session for all persons who missed parts of the overall training. This session was necessary to enable the participants' make up for what they missed from the previous training. A total number of 21 participants were involved in the make-up session. They are:

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| 1. Heartwill Selasi Tamekloe | 12. Ali Abdul Salami |
| 2. Thomas Amidu | 13. Isaac Ankumah |
| 3. Dominic Appiah | 14. Samuel Attansah Simpson |
| 4. Samuel Otabil | 15. Ebenezer Quarsel |
| 5. Ofori Richard Markloris | 16. Emmanuel Regan Dzeble |
| 6. Kofi Kwegyiri Quainoo | 17. Djabaah-Anane Joseph |
| 7. Solomon Nyam | 18. Rev. Samuel Addai |
| 8. Frimpong Ebenezer Kojo | 19. Julius Bennet Ofori |
| 9. Vincent Kweku Afriyie | 20. Arthur Alhassan |
| 10. Rose Mawusi Sebohia | 21. Selasie Kwaku Ocloo |
| 11. Cynthia Aboagyewaa Wireko | |

Out of the number listed above, Messrs. Thomas Amidu and Vincent Kweku Afriyie were not part of the list submitted to INTED as teachers of BASS hence they were not given certificates of participation.



Madam Emma leading the Make-up session with participants seated and active

Day-Two Management Meeting – Final Debriefing

The INTED Team during the debriefing shared reports on the day’s review and collaboration plan proceedings. Management of BASS was advised to be very supportive and ensure that Heads of Departments are up to the task of using the strategies. The school’s management also gave reports on activities directed to them which included the schools’ kitchen, timing of teachers and their behaviour. In respect of these, the following points were suggested:

1. Management of the school was admonished to ensure that HoD’s are able to monitor the progress of the teachers in their respective departments
2. Again, they were advised to device a means to monitor the teachers on the use of strategies
3. Master Fellow Emma commended management of BASS on their effort to improve on their training infrastructure
4. It was revealed by INTED Admin that, BASS is now part of the Alumni schools of INTED and they stand the chance to enjoy the following benefits:
 - a. A joint share cost with Management of BASS during an award ceremony in the school.
 - b. They will be added to our Alumni Schools WhatsApp platform for feedback and effective discussions on progress made.
5. Management congratulated INTED Administration and facilitators for their good work done in the course of the two days.

Programme Evaluation

In order to assess the effectiveness of the programme, a feedback instrument in the form of printed survey forms was administered to all trainees at the end of programme to solicit individual feedback on the training.

Report compiled and signed by:

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 Louisa Amba Koomson
 (Programmes Manager)

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 Evans Edem Hokey
 (Programmes Coordinator)