

2017 INTED SCHOOL SPECIFIC PROGRAMME REPORT, MAFI-KUMASE SHTS

Modules	Lesson Design & Factors Affecting Student Learning; Active Student Engagement
Master Fellows	Raphael Aidoo-Taylor (IL), Fiifi Amoa Hope (TP) and Annie Pomeyie (TP)
INTED Admin	Kwabena Amporful, Evans Hokey
Volunteer	Emmanuel Kofi Annor
Date	7-8 December, 2017
School, Region	Mafi-Kumase Senior High & Technical School, Volta Region
Population	58 Teachers /10 HODs/ 1,200 Students



INTED's Training team and the Academic staff of Mafi-Kumase SHTS

OVERVIEW

INTED's School Specific Programme (SSP) is a continuous professional development programme is a part of a comprehensive approach to build a culture of improving the practices of teachers and heads to positively impact student learning and achievement. Held during the 7th and 8th of December 2017 for Mafi-Kumase Senior High and Technical School in the Volta Region, the two day SSP introduced two of INTED Tier I curricula modules, namely: Lesson Design & Factors Affecting Students Learning, and Active Student Engagement.

INTED's training team arrived in the School at about 3:15pm on Wednesday the 6th of December 2017 with three Master Fellows namely: Annie Pomeyie and Fiifi Amoa Hope for Teaching Practice (TP) modules, and Raphael Aidoo-Taylor for Instructional Leadership (IL), two INTED admin in the persons of Kwabena Amporful and Evans Hokey, and volunteer Emmanuel Kofi Annor.

Upon arrival, the team was welcomed by the Senior House Master of the school, in the absence of the Headmaster. After a quick self-introduction, the Senior House Master led the INTED Team through final

pre-training logistic checks and selection of training rooms. After assessment, the team selected the following as training rooms: Physics and Biology labs for the two Teaching Practice cohorts, and ICT lab for Instructional Leadership and Assembly Hall for morning orientation and team building activities. The Headmaster of the school Mr. Courage Meteku arrived and met the team at about 4:45pm for quick introductions.

Pre-Training meeting with Academic Staff of Mafi-Kumase SHTS

In our bid to make the training effective, a brief impromptu meeting was organized between INTED and teachers of the school that replaced the usual pre-training briefing with Management. The meeting led by Kwabena Amporful highlighted on 1) overview of INTED's Training, 2) training structure and schedule, 3) INTED's certificate and attendance policy, and 4) training housekeeping rules. After the general overview, Kwabena introduced the entire INTED team to the teachers and management of the school.

Master Fellow Raphael (IL) in his contribution thanked the Head of the school for taking the initiative to engage his teachers in this training, he further encouraged the teachers to be proactive during the entire training. In addition to this, Master Fellow Fiifi (TP) also buttressed the point made earlier by Master Fellow Raphael and congratulated them for the strong effort; the TP and IL modules were also explicated. Evans Hokey the Programmes Coordinator of INTED, advised teachers to inform their colleagues who were not present about the training time for the next day, before the meeting ended at around 4:55pm. The INTED team got to their hotel for supper at 6:45pm. Below are pictures of the meeting.



INTED team and teaching staff of Mafi-Kumase SHTS in a pre-training meeting

DAY ONE

Morning: Lesson Design & Factors Affecting Student Learning

At 7:36am on Thursday the 7th of December 2017, INTED School Specific Programme began at Mafi-Kumase Senior High and Technical School (SHTS) with a welcome address by Kwabena Amporful, Chief Executive Officer of INTED, who urged all trainees to be supportive and ready to learn new strategies to improve their teaching. He thanked the school administration and trainees for inviting INTED. Kwabena then presented an overview of the training programme. He used the occasion to clarify the INTED Certificate and Attendance Policy, which required all teachers to be present at all times with attendance checking an essential way of knowing which trainees completed the programme and which others needed a make-up session.

Kwabena then introduced both the Master Fellows and Admins as the "INTED Training Team" to the trainees. INTED's overview video was also played to give teachers more information about the organization, its foundational programmes, and stakeholder team. After the CEO's remarks and video, Master Fellow Raphael led the first day's team building activity, *Tallest Tower*. Trainees were divided into 6 teams, using *Numbered Heads*, and were tasked to build the tallest tower using limited provided items such as masking

tapes, used water bottles, bamboo sticks, straws and disposable cups. After the team building activity, trainees deliberated on their observations and learnings from the activity. Master Fellow (MF) Fiifi led the academic team in cohort groupings, where the following departments were grouped in B: Agriculture, Home Economics, Maths, ICT, Technical and Science. All others were grouped in A.



CEO of INTED giving the introductory address and Trainees engaged in group team activities

Cohort A: This cohort was led by MF Annie, and supported by Emmanuel Annor, INTED's volunteer for the programme. Before the beginning of the session, Admin Volunteer Emmanuel introduced the housekeeping rules which had the objective of ensuring order during the training session. There were 32 Trainees in cohort "A" who came from the languages and social sciences department respectively. Teachers were introduced to several strategies under the *Lesson Design and Factors Affecting Student Learning*. They enjoyed their time and participated actively with very good attitude, asking very intuitive questions.



Master Fellow Annie in charge of Cohort A on day one of the training

The afternoon session, Design Studio, gave trainees the opportunity to demonstrate how they will use the strategies in their lesson planning and delivery. Procedures on how to plan and present their group work were given, along with directives to select one person to lead the presentation on behalf of the team. Observations and feedback were shared after the presentations from both Master Fellow Annie Pomeyie and the trainees. After the Design Studio session, teachers joined their HODs in departmental action planning, as part of Instructional Leadership (IL). Instructions on how to go about their Action Plans was given by Master Fellow Raphael, facilitator in charge of IL. *See pictures overleaf:*



Teachers and their department heads preparing their action plan

Cohort B was led by Master Fellow Fiifi and assisted by Admin Evans. Before the beginning of the session, Evans introduced the Housekeeping rules to maintain order during training session. Training materials with branded pens, writing sheets and printed course materials were distributed to each trainee. Like other cohorts, trainees discussed *Factors Affecting Students' Learning* as a prelude to the components of *Lesson Design* module, in a lecture format during the morning session. Overall, the session introduced a number of strategies, such as List Group Label, Revised Bloom's Taxonomy, Cone of Learning, Think-Pair-Share, T-Charts, Venn Diagrams, etc.



Cohort B morning lecture in session with the lead Facilitator Fiifi Amo Hope

During the afternoon session, trainees were introduced to Design Studio, a hands-on session where trainees work in subject groups. Master Fellow Fiifi elucidated that they are expected to present a lesson plan that has the components of the day's strategies on a subject topic of interest to the group. Just like cohort A, after the subject group presentations, the Heads of Department re-joined the groups to prepare an action plan on how, as department teams, they would collaboratively use the strategies in teaching, and which obstacles they anticipate overcoming in the process.



Design Studio in session in Cohort B with teams presenting their group lesson plans

Instructional Leadership – Day One

The Instructional Leadership session led by Master Fellow Raphael covered various topics such as how Department Heads are expected to relate with their teachers, their roles and responsibilities as Heads of Departments, and how they can to get the best results in a limited resources environment.

Joined by the Head of School, Mr. Courage Meteku, Raphael walked the department heads through various educational and collaboration moves to ensure that their colleague teachers are well-supported to practise their strategies in their respective classes. Collectively, they brainstormed solutions for the anticipated obstacles that may hinder the effective monitoring and implementation of the strategies learnt.



Department Heads brainstorming moves during instructional leadership session, with Head's attendance

DAY TWO (2) – Active Student Engagement

Morning

On the second and last day of training, trainees gathered in the assembly hall at about 7:05am for a quick closing statements for the day by CEO Kwabena Amporful. INTED testimonial video was played for trainees to observe and get the concept of INTED and know our programme details. His brief introductory message explained that there will be a group activity which will be led by Master Fellow Raphael. He also introduced Active Student Engagement as the module to be treated on the day to trainees. Before he resumed his seat, he played a video labelled as the 21st century video. After the video, trainees commented on the video and were implored by Kwabena to take a lot of lessons from the video.

Master Fellow Raphael took over with the morning group activity known as the Worst Collaboration Moves. Trainees were grouped in teams of six, and given instructions to plan and demonstrate a skit that portrayed worst collaboration moves in an institution. They were given 7 minutes to complete their planning. Trainees demonstrated their skit in 3 minutes with which MF Raphael gave feedback on the import of the skit.



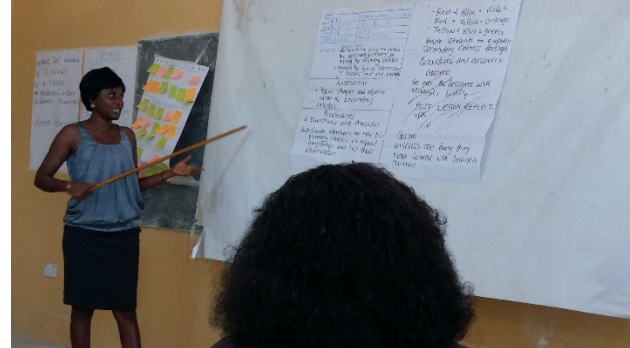
Pre-Training: Teachers listening to instructions and planning for the Worst Collaboration Moves skit

Cohort A: Master Fellow Annie explained the strategies mentioned that there is the need for trainees to use child centred approach which will involve all categories of students rather than the teacher centred approach that does not encourage active student engagement. Trainees asked questions on how large classes can be handled with all these strategies. She responded and further advised that teachers are not expected to use all the strategies in each classroom, they must be strategic to carefully select and begin with a few strategies that best fit the topic under treatment or those that they are most familiar with. Strategies such *Foldables*, *Graphic Organizers*, *Effective Questioning*, *Think-Pair-Share*, as well as *Inside-Outside Circle* were introduced.



Master Fellow Annie leading Cohort A in Active Student Engagement during the morning lecture

Cohort “A” Afternoon: The morning lecture ended with a 10-minute break to transition straight into Design Studio where all trainees were asked to join their respective subject groups from Day 1. Trainees were informed to try as much as possible to embed some of the new strategies in their lesson plans. Heads of Departments also joined later after the presentation of their lesson plans for the preparation of their departmental Action Plans on how they will use the strategies learnt from days one and two.



Trainees brainstorming and presenting their lesson plan during the Design Studio session

Cohort B: Master Fellow Fiifi began the day with the review of Exit Cards from day 1. He answered questions trainees had asked him on the Exit Cards which were directly connected to the training. After the feedback session, he made room for additional question and or contributions from trainees. Fiifi then began the major activity for the day by asking what teachers understand by Active Student Engagement. He went through the strategies with them and advised them to implement them in their classes to deepen student understanding. He also admonished that trainees should not use all the strategies during each lesson delivery, however, to begin with strategies that they most comfortable with. The morning lecture session ended with the explanation of the Inside-Outside Circle strategy after a 10-minute break.



Trainees enjoying Foldables during the morning lecture with Master Fellow Fiifi

Cohort B Afternoon: Design Studio was quickly re-introduced and trainees were back into their various groups including: Mathematics, Science, and ICT. The Design Studio ended with a presentation from all the groups. Trainees showed a marked improvement over Day 1's Design Studio session. Lunch followed shortly after, with Departmental Action Plans continuing after lunch.



Subject Groups busy lesson planning during Design Studio session in Cohort B

Instructional Leadership - Day 2

MF Raphael solicited feedback from attending heads on the monitoring of the strategies learnt during day one when they monitored the presentation of lesson plans in the respective cohorts. The heads deliberated on a professional learning community where importance was laid on application of the student-centered approaches. How to form teams to promote effective learning of students was thoroughly discussed. Attendees came up with strategies on how to effectively support their peers in the use of the strategies learnt.



MF Raphael leading IL session for department heads during day two

Make-up Sessions

A make-up session was prearranged for three teachers who by legitimate reasons missed the training programme on the second day which was Active Student Engagement. The session was handled by Master Fellow Fiifi Hope at the end of Day 1. He took all of them through the strategies in a space of about 1 hour and 45 minutes.

The second make-up session was held on the morning of day two with three trainees who missed portions or all of the day one module which was Lesson Design and Factors Affecting Students Learning. This session was led by Master Fellow Annie Pomeyie. The names of trainees who were engaged in both Make-up sessions include: (1) Kwaku Felix Alinko, (2) Kennedy Komla Lokoe, (3) Kuwornu Aodzi and (4) Kwame Forgive Adzraku.

Management and INTED Team De-briefing

The feedback session between INTED and School Management teams on both days kicked off with Kwabena Amporful praising the management and staff of the school for a outstanding work. He commented on the timeliness of teachers, comportsment and also their positive attitude towards the training in general, making this the most successful training in INTED's history as far as timeliness was concerned.

Other INTED team members agreed on all points raised by Kwabena. Talking during the first day's debriefing, Kwabena noted that to management of the school that teachers who missed the training on the first day must be informed to come very early on the next day to be part of the make session before day two (2) activities begin. He finally, encouraged them to further beat the start time on the first day down to 7:00am, to enable early closure for staff to have a few hours for school work before the close of the working day.

INTED Programmes Coordinator Evans Hokey suggested that Management of Mafi-Kumase SHTS should try their best to call for the second part of the training in order to be complete on the Tier I Module. The school's management thanked INTED for the commitment put into this training and promised they will encourage their members to use the strategies and that they will definitely call for the second part of the training. Kwabena assured the school team that INTED will endeavour to deliver certificates by early January 2018.



INTED team and Management of Mafi-Kumase SHTS in a de-briefing meeting

Evaluation: In order to appreciate the effectiveness of the training, an assessment form was administered to all trainees after the training to collect feedback on the training.

Report compiled and signed by:

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Evans Edem Hokey
(Programmes Coordinator)