

2017 INTED SCHOOL SPECIFIC PROGRAMME REPORT, ODORGONO SHS

Modules	Lesson Design and Factors Affecting Student Learning, Active Student Engagement, Critical Thinking Skills, Using Prior Knowledge, and Review and School Collaboration Plan
Master Fellows	Raphael Aidoo-Taylor, Emma Acolaste, Fiifi Hope, and Annie Pomeyie
INTED Admin	Kwabena Amporful, Louisa Koomson, and Evans Hokey
Admin Volunteer	Ebenezer Adampah
Date	16 th - 19 th May 2017
School, Region	Odorgonno Senior High School, Greater Accra Region
Population	128 Teachers /14 HODs/ 2,629 Students
Programme Sponsor	GCB Bank



Overview

During the 16th - 19th of May 2017, INTED engaged all 128 Teachers and 12 HODs of Odorgonno Senior High School in the School Specific Training Programme. Being its first programme with INTED, the School selected all the 4 Tier I Teaching Practice (TP) and Instructional Leadership (IL) modules, including: *Lesson Design and Factors Affecting Student Learning*, *Active Student Engagement*, *Critical Thinking Skills*, and *Using Prior Knowledge*; and *Review and School Collaboration Plan* was also included for a well-rounded Tier I programme.

Prior to the training day INTED had a pre-training logistics discussion among the management of the School, led by Headmistress Dr. Mrs. Shine Ofori who formally introduced the Assistant Heads of the school. Considering the number of teachers, attendees settled on grouping all Teaching Practice trainees into three main cohorts, and followed with the selection of the Assembly Hall, The ICT Lab, and the Vocational Skills departments as the cohort training rooms. The entire teaching staff was categorised into three main subject areas for the purposes of the cohort demarcation, they included the Maths and Sciences, the General Arts and Social Sciences, and the Languages. It was agreed for Instructional Leadership to be organized in the Assembly Hall.

Day One - Morning

Lesson Design and Factors Affecting Students Learning and Using Prior Knowledge

Day one begun with a welcome address by the Headmistress Dr. Mrs. Shine Ofori who urged all trainees to be supportive and ready to learn new pedagogical strategies to improve themselves. She also took the opportunity to inform all staff that she would be away for the subsequent days but would be back on the final day of the training.

INTED Administration, led by the C.E.O, begun an interactive and informative session with the trainees. The CEO thanked the school administration and trainees for inviting INTED, and proceeded to present an overview of the training programme. Kwabena also used the opportunity to clarify the INTED Certificate and Attendance Policy, which required all attendees to be present at all times with attendance checking a necessary way of knowing which trainees completed the programme, and which would require a make-up session. He applauded management of Odorgonno SHS for taking the bold step to join the over 40 schools, whose teachers and heads across the country that INTED has trained towards improving their students' achievements. Kwabena drew the curtains by introducing both the Master Fellow Master Fellows and admin as the INTED Training Team to the trainees. INTED's Overview videos were then played, which showed trainees more information about the organization, its inaugural programmes, and stakeholders.

After the CEO's remarks and video, Master Fellow Raphael Aidoo-Taylor led the first day's team building activity. Trainees were divided into 11 groups, using *Numbered Heads* strategy, and were expected to build a pyramid using limited resources including rubber band, strings and disposable cups without talking. After the team building activity trainees discussed the learnings from the activity and how they manifested in their current way work.



Participants engaged in group team activities.

Cohort A

Cohort A was led by Master Fellow Annie and supported by Ebenezer, INTED's volunteer for the Odorgonno SSP. Trainees enjoyed their time and participated actively. They were introduced to several of the strategies during the training. *Lesson Design and Factors Affecting Student Learning* as well as *Using Prior Knowledge* were the combined modules for the day in Cohort C.

In the afternoon, trainees demonstrated during the Design Studio session how they will embed the strategies in their respective lessons plans. Guidelines on how to design and present their group work were given, along with instructions to select one person to present on behalf the group. Questions and feedback were given after the interactive presentations.



Morning Lecture in Cohort A



Design Studio Time in Cohort A

Cohort B

Cohort B was led by Master Fellow Emma and supported by Louisa, INTED programmes manager. Cohort B had a total number of 38 trainees. Cohort B also combined Lesson Design and Factors Affecting Students Learning and Using Prior Knowledge as the training modules for the day. Strategies to identify factors affecting students learning, ensure effective lesson design, and also activating student's prior knowledge were thoroughly discussed. The morning session in Cohort B slightly delayed the training schedule.

The Design Studio session in the afternoon started after the lunch. Master Fellows grouped trainees according to their subject areas. Each group selected a topic and prepared a lesson plan using the day's *Lesson Design* and *Using Prior Knowledge* strategies. Members of each group demonstrated their understanding of the module through their presentation, and were given feedback by Master Fellow Emma Acolaste.



Design Studio session in Cohort B



Lecture presentation time being led by MF Emma

Cohort C

Master Fellow Fiifi Hope led Cohort C, with support from Evans, INTED Programmes Coordinator. Participants were provided with INTED training materials in INTED branded envelopes including: branded INTED Pens, writing sheets and printed materials. Similarly, trainees were introduced to the components of *Lesson Design* and *Using Prior Knowledge* modules via slide-presentation-style lecture format in the morning session, which introduced a number of strategies, such as Think-Pair-Share, T Charts, Venn Diagrams, etc.

During the afternoon session trainees were introduced to Design Studio, a practical session where trainees were grouped into subject teams. Master Fellow Fiifi explained that they are expected to design and present a lesson plan that embeds the components of lesson design and using prior knowledge 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 delivery.



Trainees actively enjoying the morning session



Design Studio in session

Day One -

Instructional Leadership

The Instructional Leadership session was led by Master Fellow Raphael, who took the leaders through various educational and collaboration 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.



Instructional leaders attentive during instructional leadership session

Department Action Plans: The School Collaboration is an amalgamation and presentation of all department level action plans, and brings together all teachers, led by their heads of departments, to effectively plan how they will put the strategies into correctly supported use. It helps the department to strategically identify obstacles that hinder progress of the department. This session was led by MF Raphael, in continuation of Instructional Leadership session.



Departments discussing plans and objectives going forward on how they can do things differently

Day Two (2) – Critical Thinking Skills

Introduction

Day two of the training begun in the Assembly with all trainees coming together for an important group activity known as *Worst Collaborative Moves*, led by Master Fellow Raphael. Instructions to complete the skit were outlined to trainees by the Facilitator. After grouping using *Numbered Heads*, trainees were tasked to demonstrate through a skit indicating the worst collaborative moves the team could conjure.



Trainees putting together ideas for their skit demonstration

Cohort A

The first 20 minutes of Day 2 saw the facilitator answering questions from the exit cards that were given to the trainees on day one. The exit card is used to solicit for answers, questions, and general feedback on trainees' understanding from Day 1.

Master Fellow Annie introduced Critical Thinking Skills. Annie led the trainees through the module while demonstrating its different constituent strategies. Trainees enjoyed strategies and were allowed to sign-in and had attendance checked to indicate their presence for the day's training.

Design Studio (DS) continued right after lunch and trainees were urged to build on Day 1's lesson plan prepared by each group during the previous DS session. Master Fellows informed trainees to continue to be part of their previous groups to enable easy references and extension of detailed discussions from previous day.



Trainees in Cohort A attentively listening to the morning TP lecture and design studio

Cohort B

Master Fellow Emma started Day 2's training on time after a review of day ones' exit cards and outstanding issues. 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 1:15pm for lunch.

The afternoon session continued on schedule at 1:30pm with trainees seated and actively participating. Trainees demonstrated during the Design Studio session how they will embed

the strategies in their respective class lessons, showing a marked improvement over Day 1's performance.

Master Fellow Annie gave guidelines on how to present their group work and select one person to present on behalf of the group. After their presentations, they asked questions and gave feedback on each presentation.



Trainees discussing new lesson plan templates during Design Studio in their departments.

Cohort C

Cohort C in the morning started with very good timing. Master Fellows and Trainees were both within time throughout the session. Trainees enjoyed their time and participated actively in the training.

The afternoon session continued on schedule as expected, with trainees actively participating. Trainees demonstrated during the Design Studio the usage of the strategies in their respective classrooms, as shown in the pictures below.



Facilitator engaging Fiiifi Hope engaging trainees during the morning session and the Design Studio

Day 2

Instructional Leadership

Instructional Leadership continued on Day 2 with the aim of equipping Heads of Department to monitor and support the correct use of the strategies as part of their departmental action planning. Master Fellow Raphael facilitated the various HODs to brainstorm obstacles and well as strategies to use in the implementation of their action plans.

After observing their teachers in Day 2's Design Studio session, HODs spearheaded effective action plan across all departments. The HOD's continued to list possible obstacles that could prevent the department from implementing their plans.



Day 3 – Active Students Engagement

Morning

There was a brief introductory message on Day 3 by the C.E.O Kwabena, who explained that there will be no group activity on Day 3, in availing more time to training. He also introduced Active Student Engagement as the module to be treated on Day 3 to the trainees, who were then asked to move straight into their cohorts after the brief message.



Cohort A

Master Fellow Annie introduced trainees to strategies in Active Student Engagement. Trainees asked questions on how large classes can be handled with all these strategies. Master Fellow Annie 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 discussion. Some of the strategies introduced included, foldables, graphic organizers, effective questioning, think-pair-and-share, as well as inside-outside-circle.

After the morning lecture, Design Studio continued with all trainees asked to join their respective subject groups. Trainees were informed to try as much as possible to embed some of the day's new strategies across all the modules treated.



Typical morning lecture and a Design Studio presentation

Cohort B

Cohort B led by Master Fellow Emma started brightly on Day 3. Active Student’s Engagement was introduced to trainees as the Module for the day. The facilitator Emma asked whether trainees had questions from the Day 2 modules. Few questions on strategies and their usage were asked and it was equally answered well by the facilitator.

Trainees enjoyed strategies especially, foldables, graphic organizers and inside-outside-circles and had fun in their usage. The morning session ended with an insightful wrap-up question and answer session by trainees. Design Studio followed closely after the morning session where trainees moved back into their various departmental groups to build on the previous day’s lesson plan. They were advised by the facilitator to embed in the strategies that best fit their chosen topics for lesson plan.



Trainees presenting their lesson plan while Master Fellow Emma delivering TP lecture

Cohort C

Day 3 of cohort C was very efficient and productive as teachers arrived early for training to commence. A number of trainees expressed concerns about how they can use the strategies without the support from management. A very good response from Master Fellow Fiifi Hope was that, HOD’s are being involved in the process at the Instructional Leadership level to enable them come up with ways in which they can be supportive. Questions from the exit cards were discussed briefly and were answered by Master Fellow Fiifi.

Master Fellow Fiifi Hope went through the strategies with them and advised them to implement them in their classes to deepen student understanding. He also cautioned trainees not to try and use all the modules during each lesson delivery, however, to begin with strategies that they most comfortable with. The morning lecture session ended with the inside-outside circles and a few more strategies to close lessons in class. Attendance of trainees was checked by Evans.

Design Studio was quickly introduced and trainees were back into their various groups namely: mathematics, science, IT and Biology teams respectively. The Design Studio ended with a presentation from all the groups with which the best presenting team was awarded. Lunch followed just after Design Studio ended.



Trainees enjoying Foldables during the morning lecture as well as the inside-outside circle.

Instructional Leadership

Day 3

Master Fellow Raphael handled this Instructional Leadership session with an objective of ensuring that Heads of Department of Odorgono Senior High School 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 Odorgono. The Action Plan aspect of the training continued as part of Instructional Leadership. The Assistant Heads and HODs had the opportunity to continue to work with teachers in their various departments with the purpose of coming up with areas that can serve as impediment to implementing the training strategies in their classroom. Trainees contributed effectively and came up with problems that they could face in an attempt to implement the strategies, and moves to address these problems.



Departments members deliberating on effective ways to do things differently going forward

DAY 4

School Collaboration Plan

In the morning of Day 4 participants were put into groups of 11 each. Each group was given resource items such as, straw, water bottles, mask tapes and used papers.

Master Fellow Raphael Aidoo-Taylor instructed the trainees to use the materials they have been given to build the tallest tower.



Trainees participating in the building the tallest tower activity

This session's report is missing the review part and its pictures – please include.

School Collaboration Plan

The morning activity was followed by the school collaboration and implementation plan. Trainees were asked to join their departmental teams for the final problem generation and also the development of departmental actions plans which will guide the department going forward. Each department was given the platform to present their action plans to management for scrutiny and suggestions.



Heads of departments presenting their departmental action plans to the schools

Special Guest Visits

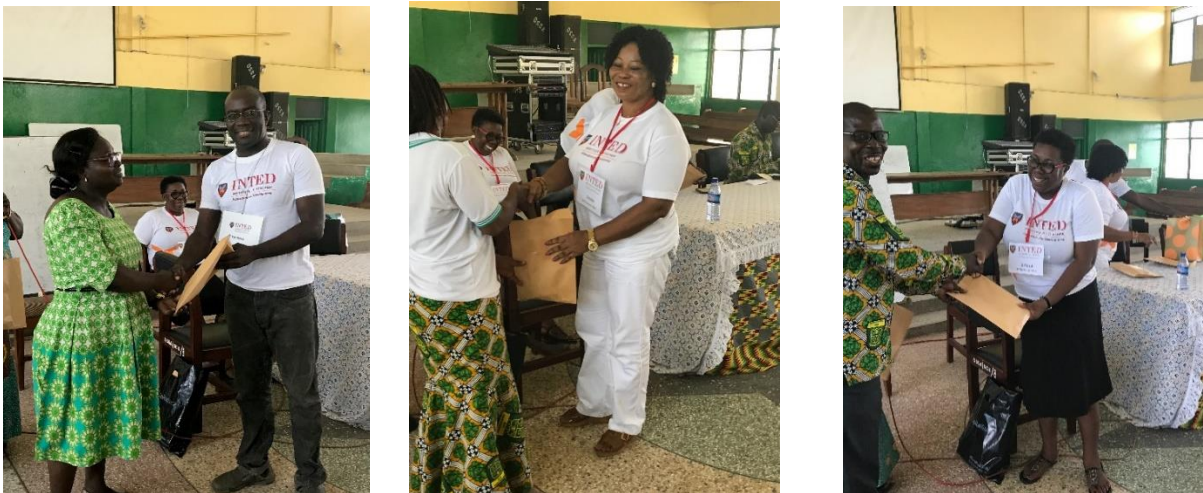
INTED was privileged to have joined by the District Director of Education of Ghana Education Service who congratulated Odorgono SHS for the bold initiative. She also thanked INTED for the support and the step in supporting the professional development of teachers in the country. Also, the Board Chairman of INTED, Mr. Israel Titi Ofei also paid a courtesy visit to monitor the training at Odorgono Senior High School. He took his time to go round the departments and spoke with a few of the teachers on how they were embracing the training. There were also another two other visitors in the persons of Miishe Addy and Tralance Addy, both of whom had supported the INTED organization, the former had volunteered legal services for INTED.



The Director of Education commending INTED and Odorgono for the good work

Presentation

There was a presentation by and to heads of both INTED and Odorgono SHS. A special vote of thanks was said by one of the teachers of Odorgono SHS, and by Madam Annie on INTED's behalf.



Both INTED and Odorgono SHS presenting gifts to each other for a good work done

Daily Briefing

There were daily debriefings after each day's training which highlighted how the training can be improved going forward. Managements of Odorgono and INTED both shared reports each day on proceedings from each cohort. Management of Odorgono also gave reports on activities directed to them which included the schools' kitchen, timing of teachers and their behaviour.



Daily debriefing between INTED and Odorgono management to evaluate activities of the day.

Make-Up Session

Master Fellows Fiifi hope led an organized make-up session for all persons who missed some sessions of the trainings. This session was necessary to enable the participants with various absences make up for what the lost.



Trainees attentive during the make-up sessions

Evaluation

In order to appreciate the efficiency of the programme, an assessment form was administered to all trainees after the training to share individual feedback on the programme.

Report compiled and signed by:

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 Louisa Amba Koomson
 (Programmes Manager)

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 Evans Edem Hokey
 (Programmes Coordinator & Recorder)