

2017 INTED SSP REPORT, WESLEY GIRLS' SHS

Module	Critical Thinking Frameworks for Learning
Master Fellows	Annie Pomeyie and Adellaide Biyaa-Powers
INTED Admin	Louisa Amba Koomson
Date	13 th September, 2017
School, Region	Wesley Girls' Senior High School, Central Region
Population	80 Teachers /20 HODs/ 1,444 Students



Teachers Engaged in a Team Building Activity

1.0 Introduction

The Headmistress of Wesley Girls' High School, Mrs. Betty Dzokoto, requested for INTED's participation in the school's 2017 annual retreat held at Anita Hotel, Ejisu (Ashanti Region). She expressed specific interest in INTED's Critical Thinking Skills (CTS) module during a meeting with INTED Programmes Manager, Ms. Louisa Amba Koomson, initially wanting INTED to deliver some aspects of its CTS module during a 3-hour session at the retreat. Though this was contrary to what INTED offers to schools, the CEO and Board Chair, Kwabena Amporful and Israel Titi Ofei, respectively, agreed to do a one-day training on the Critical Thinking Skills module but requested that the time be extended to 6 hours within which the Master Fellow (facilitator) can take teachers through the lecture and practice of most strategies under its Critical Thinking Skills module. There was no Instructional Leadership session designed for this training, with the restructured module entitled "Critical Thinking Frameworks for Learning". As part of the agreement with INTED, the Headmistress promised to sign the school up for the full Tier I training in the future.

The INTED team comprising Master Fellows (MFs) Annie Pomeyie and Adellaide Biyaa-Powers, and Admin Louisa Amba Koomson planned to start with a team building activity to set the pace, then continue on with the training business of the day. The team arrived a day prior to the training date to a warm reception by the Headmistress and her representatives.

INTED's Master Fellows Albert Amponsah and Faustina Ackon, who are teachers of Wesley Girls' High School, supported the team in settling down upon arrival. Envelopes containing the training materials were shared with the teachers prior to the training day for them to read an article on *Critical Thinking Frameworks for Learning* for a discussion during the training.

2.0 Business of the Day

INTED's Training Team, assisted by Master Fellows Albert and Faustina, set up the training room during the breakfast period. The teachers were grouped according to departments. When they arrived from having their breakfast and settled, around 10:15am, Louisa introduced herself and talked briefly about INTED's mission and played the INTED overview video to them. Because of the limited time the microphone was handed to Master Fellow Annie to introduce herself and Master Fellow Adellaide before taking the teachers through the *Tallest Tower* activity. After that activity, teachers discussed their observations. Master Fellow (MF) Annie told them about the essence of the activity that included the importance of teamwork, which the teachers appreciated.

MF Annie kick-started the Critical Thinking Framework for Learning module with a discussion on the article read by the teachers before introducing them to the strategies. The article gave teachers insight into Critical Thinking skills for classroom environments, and really smoothed the lesson introduction. Some of the strategies covered during the training were Metacognition, Knowledge Rating, Numbered Heads, and Role, Audience, Format and Title (RAFT). There was supposed to be a lunch break from 12:30pm to 1:30pm but MF Annie was asked to continue with Design Studio till lunch was ready. During the Design Studio, teachers were tasked to use RAFT strategy in their subject area, and also prepare a skeletal lesson plan for presentations embedding in the some of the strategies learnt, focusing on when and how they will use the strategies. Two people (one for RAFT and the other for Lesson Plan) did the presentations on behalf of each department. MF Adellaide supported MF Annie by sharing of materials, passing on microphones to trainees and keeping track of strategies on flip chart sheet; she also supported Admin Louisa in the checking of Attendance and managing of Contact and Sign-in sheets.



MF Annie leading training during the Critical Thinking Frameworks for Learning module



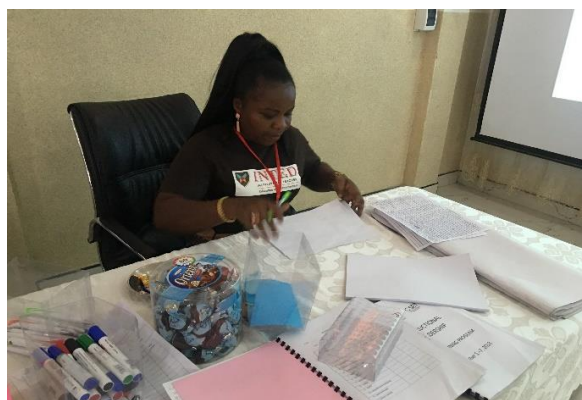
Trainees engaged in the Learning Partner Strategy



Trainees brainstorming on the preparation of the RAFT and Lesson Plan during Design Studio



Trainees presenting the RAFT and Lesson Plan during the Design Studio session



Master Fellows Albert, Faustina and Adellaide – all – supported during the training

3.0 Observations/Suggestions

Presentations from the teachers showed that some of them did not understand that the RAFT is a task to be given to students, also some swapped the topic with the role. Master Fellows Annie and Albert corrected them and explained the RAFT. During the Lesson Plan presentations, most of the teachers talked about using the KWL strategy which is under Using Prior Knowledge module at the closure of their lesson because MF Annie talked about it during her delivery as one of the strategies. This means they did not realize the use of KWL as a strategy to solicit for students' background knowledge about a topic, usually at the beginning of the lesson; here again, Master Fellow Albert came in to correct and also share his own experiences on using that strategy in the classroom.

Part of the reason teachers could not demonstrate how and when they will use the strategies learnt in their lesson plan was because they had not done INTED's Lesson Plan module, which is a prerequisite for all other Tier 1 modules (reference the Head's decision to postpone the Lesson Design module component). It is therefore strongly recommended that the headmistress invites INTED to take the teachers through the full Tier 1 programme (5-Day training of all the modules) to enable the teachers understand Lesson Design using the backward design, Using Prior Knowledge, and also how to actively engage students in the classrooms with the constituent strategies in each of the modules.

It is also recommended that Master Fellows limit references to strategies to those that have or will be covered as part of a particular programme's schedule. Master Fellows should also improve familiarity with slides to avoid turning their backs to trainees in an attempt to read the slides or their training manual.

4.0 Closure

On the whole, positive feedback from the trainees and headmistress implied that the training was a success. The training ended around 3:00pm after closing remarks from the Headmistress and INTED Admin Louisa Amba Koomson.

Compiled and signed by:

Louisa Amba Koomson | Programmes Manager, INTED