

## **2018 INTED SCHOOL SPECIFIC PROGRAMME REPORT**

<b>Training type</b>	School Specific Programme
<b>Modules</b>	Lesson Design & Factors Affecting Student Learning, Using Prior Knowledge, and Active Student Engagement
<b>Facilitators</b>	Emma Acolatse, Annie Pomeyie, and Raphael Aidoo-Taylor
<b>INTED Admin</b>	Kwabena Amporful (CEO) and Elorm Billy-Awittor (Volunteer)
<b>Date</b>	March 7-9, 2018
<b>School</b>	Anum Presby Senior High School, Eastern Region
<b>Population</b>	76 Teachers/15 HODs/ 2,105 Students
<b>Programme Co-Sponsor</b>	GCB Bank



*Teachers and Heads of Anum Presby Senior High School and the INTED team*

### **INTRODUCTION**

The INTED team arrived at Anum Presby SHS (ANSEC) in the Eastern Region on Independence Day, March 6, 2018 for the 3-day training programme scheduled for 7<sup>th</sup> to 9<sup>th</sup> March. The team's early arrival at Anum Presby helped secure training centres and logistics for the training as well as accommodation for the team. Upon arrival, the team met with the Headmistress Philomina Rosina Boateng of ANSEC and immediately proceeded to securing training and storage rooms. The Staff Room and Library of the school were chosen for the Teaching Practice and morning teambuilding sessions, and one of the classrooms, 3 Arts 2A, for Instructional Leadership sessions. The team was

formally welcomed and dined by Madam Boateng at her residence, after having prepared the training rooms, and afterwards ushered to the Hotel de Tamam around 4:45pm.

## **DAY ONE (Lesson Design) – Introduction & Team Building**

Our first daily debriefing session with management was started by 7am at the residence of the headmistress, with all three assistant heads seated with the INTED team. Kwabena Amporful proceeded to introduce everybody, explain the nature of the program, and ask for the cooperation and support of the heads throughout the programme. The training team then proceeded to have breakfast before setting up at the training grounds.



### ***Head giving a welcome address, and trainees in a teambuilding activity***

The morning session on the first day began by 8:00am with about 60 teachers seated for the group activities and programme orientation. The Headmistress took the platform to welcome the trainees and INTED team – she encouraged them to fully participate in the training programme and do their best to be punctual. The Head shared her prior experience with INTED’s training the 2013 Fellows Programme held in Accra, during which time she was the Assistant Head Academic for Aburi Girls’ Senior High School; although not expatiated at that time, Madam Boateng also formally qualified as an INTED trainer during the 2016 Master Fellows Programme. INTED CEO, Kwabena Amporful then introduced the training team, explained GCB Bank’s part sponsorship of the programme, and also showed the INTED Overview video to give the trainees an understanding of INTED’s mission, operations and stakeholders.

After the introduction, Master Fellow Raphael followed by taking the trainees through the *Building the Pyramid* team building activity, held just outside the Teaching Practice classroom. The trainees enjoyed the activity and shared feedback and observations on collaboration and communication. MF Raphael used the exercise to stress 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, Agric, PE and Home Economics 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, with ‘A’ led by Madam Emma in the library and ‘B’ led by Madam Annie in the Staff Common Room.

**Introduction and GES District Director Visit** – We were visited by the District Director of the Ghana Education Service, who spoke eloquently on the need for student-centred learning and the relevance for current policy of the GES. The Director, in the person of Madam Mavis Yirenkyi, not

only stayed through the morning's lecture session, but also collected our materials to share with other schools in the district.



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

### **Day One – Cohort A's Morning Session**

Cohort A was led by Master Fellow Emma and supported by INTED Volunteer Elorm. 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 snack around 11am and lunch around 2:00pm.



### **Afternoon**

During the afternoon session trainees were introduced to Design Studio, where they were grouped into subject teams of five (5). Master Fellow Emma 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 during the presentation but most importantly show the components of lesson design and explain when and how strategies will be incorporated in their lesson.

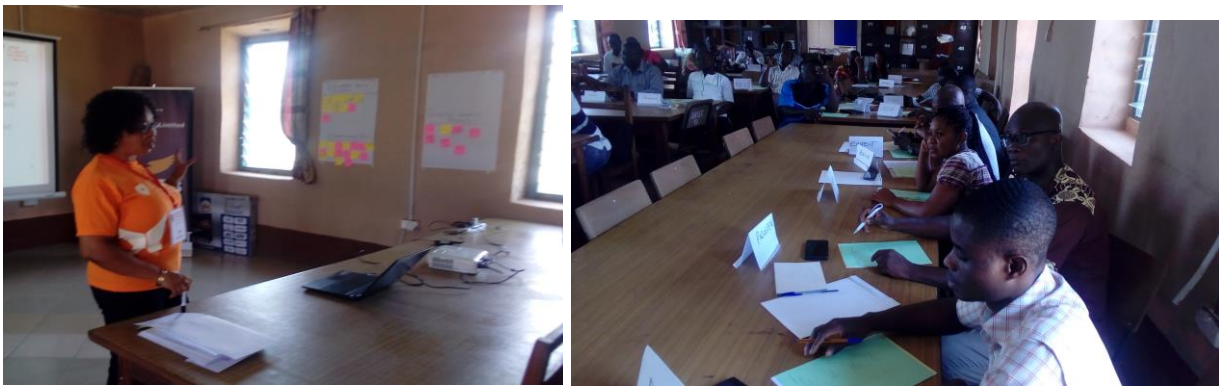
The day rounded up with group presentations, after which each presentation was given feedback by the team and Master Fellow Emma.



*Participants presenting their subject lesson plans after team deliberations*

**Day One – Cohort B’s Morning Session**

Master Fellow Annie led cohort B, with support from Master Fellow Raphael and CEO Kwabena, and introduced trainees to all strategies in the Lesson Design module, 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 module being discussed. In addition to the aforementioned ones in Cohort A, the strategies taught included *Learning Partners* and *List-Group-Label*. The snack and lunch breaks were coordinated with cohort A to auger well for a smooth concurrent training. The day’s training was slightly challenged with power outages, but the school arranged for a generator to power through the morning session.



*Master Fellow Annie Pomeyie leading Teaching Practice training in Cohort “B” during Day 1*

**Afternoon**

Design Studio was started with lesson design planning and presentation done after the lunch break. Per usual, trainees were grouped according to subject areas, with a total number of 5 groups formed. Each group was given a flip chat and marker and allotted 30 minutes to plan their lesson and another 10 minutes for presentation. Each group selected a topic of their choice and prepared a lesson plan

using the Lesson Design strategies. Members of each group further enhanced 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 at Anum Presby are empowered to fully support their teachers in implementing the strategies, and that, collectively with members of their departments, they design Action Plans to inform their ongoing use of and monitoring on the strategies. The session had all Heads of Department present including the three Assistant Heads, and Head of Anum Presby. Please see pictures below.



*Instructional Leaders actively brainstorming on strategies for monitoring and implementation*

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

1. The Heads appreciated the intensity of the programme and INTED trainers expressed positive remarks about the cooperation received from trainers
2. As with most first days of training, teachers did not report on time, either at the start or while returning from breaks – the Heads promised to make an announcement on the staff WhatsApp platform on this issue for improved timeliness
3. A few teachers were not complying with housekeeping rules and had to be reminded thereof



*Debriefing with Management of ANSEC*

## **Day Two (Active Student Engagement)**

### **Morning**

The second day of the training begun on time with most participants seated by 8:00am. Master Fellow Raphael launched trainees into the *Worst Collaboration Skit* teambuilding activity. Trainees were put into six groups and tasked to design a brief skit showing lack of collaboration. INTED's Testimonial video was also showed, which produced startling a moment during which the teachers saw their head in the video. One of the teachers entreated INTED to update the designation of Madam Philomina Boateng in our video to include her new school position. Kwabena used the opportunity to entreat the staff to provide candid comments when the opportunity arises during the Feedback Survey period scheduled for the next day.

### **Cohort A**

Master Fellow Emma 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 Inside-Outside-Circle. The morning session in Cohort A broke for snack and lunch, by which times training had proceeded relatively smoothly to the planning stage of Design Studio, although there had long been power outages during the morning requiring working without a generator.



*Trainees enjoyed inside-outside circle as well as the foldables strategy during Day 2*

**Cohort B**

The morning session in cohort B also continued with strategies and activities similar to those of cohort A – Master Fellow Annie introduced participants to *Active Student Engagement* strategies. The excitement of these strategies visibly incited the participants to be actively involved. After the morning session, cohort B trainees also continued working actively during Design Studio before lunch break by preparing their lesson plans for presentation, to be done after lunch break.



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

**Afternoon – Cohorts A & B**

Working in their respective cohort locations, subject-based groups designed and presented their lesson plans using the backward design and demonstrated how and when they will inculcate the active student strategies covered in their lessons. The Heads of Department joined, and as part of their Instructional Leadership training, observed and supported their colleague teachers in the latter stages of lesson plan design and also delivery. Master Fellows and their colleagues gave final comments and feedback on each group’s presentation.



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

**Instructional Leadership – Day Two**

As the penultimate training day, Heads worked with their colleague teachers in the Design Studio session, practicing embedding strategies together and observing their peers find new ways of working together. Master Fellow Raphael also focused on discussions related to well-functioning teams, and

the norms and expectations needed to be set for proper functioning departmental teams. Emphasis was also placed on brainstorming obstacles to new ways of working and educated moves that could be brought to bear to help forestall these obstacles. Day Two's IL session continued with discussing the *High Leverage Strategies for Principal Leadership* article, much to the delight of the Heads present, before examining the template of Action Plans, whose department-level presentations would be the focus of the final day.



*Instructional Leaders actively brainstorming on strategies for monitoring and implementation*

**Day 2 INTED-ANSEC Management Meeting:** The day ended with a debriefing meeting with management of ANSEC. Below are the observation and suggestions made during the debriefing:

1. Teachers who had missed sessions with or without excused absences were discussed, with the agreement that a make-up session will be had for all
2. The Heads apologized for the lack of a power generator during the outage in the morning; on its part, members of the INTED expressed appreciation for the cooperation from the teachers to adjust to working without slide projection.
3. Reminder was made to the Heads onwards to the teachers for timely arrivals on the last day, to bring empty water bottles for the teambuilding activity, and most importantly, to review the *Activating Prior Knowledge* article given to them by the Master Fellows.

### **DAY THREE (Using Prior Knowledge) – Morning Team Building Exercise**

Master Fellow Raphael kick-started the day's programme by leading trainees through the *Tallest Tower* teambuilding activity. Using a strategy known as numbered heads, trainees were grouped based on their chosen numbers. The groups were tasked to build the tallest tower using provided materials including empty water bottles, straws, masking tapes and plastic cups. Teams finished their towers to various heights and feedback was shared about which factors, this time without the constraints of communication or focus on bad collaboration, affected teachers' ability to work towards a goal. Below are some of the activity pictures.





After the activity, the 21<sup>st</sup> Century Education video was played and an effective discussion was led by INTED CEO Kwabena Amporful. 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. Master Fellow Annie also reiterated the need for continuous professional development, and for teachers and heads to be mentors and more innovative.

### **Day Three – Cohort A’s Morning Session**

Master Fellow Emma 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 *Fruyer’s model*, *Frontloading*, *Anticipation Guide*, *KWL* etc. Participants were actively involved and asked various questions.



*Master Fellow Emma and Annie training teachers during Using Prior Knowledge module*

### **Afternoon**

During the Design Studio trainees were each asked to build on the previous day’s chosen topic and add the new strategies from the morning’s *Using Prior Knowledge* session using the materials from the Day 2. Participants were tasked 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 Three - Cohort B**

### **Morning**

Master Fellow Annie Pomeyie introduced trainees to strategies in *Using Prior Knowledge*. In addition to strategies mentioned above in Cohort A, other strategies also taught included *Concept Maps*. The morning session in cohort B was fun as facilitators involved trainees in a lot of activities, especially enjoyed among which were anticipation guide and the concept map activity.

### **Afternoon**

During Design Studio, facilitators reminded the trainees on how to prepare and present their group work. Building on the previous day's topic each group chose, trainees demonstrated how they will use 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 Three - Instructional Leadership**

Master Fellow Raphael took Heads of Department through strategies that should be used in their monitoring work. He emphasized the need for the Heads to implement these strategies themselves, and worked with them to finalize their department-specific action plans for presentation.



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

### **Programme Closure**

After the model Action Plan presentation, Kwabena led a brief closing discussion on Professional Learning Communities (PLCs), using the summary of Richard Duffour's article, *What is a Professional Learning Community?* Kwabena emphasized the need to re-orient to a student-centred approach that focused on identifying and addressing learning needs, being results-oriented, having the will to work hard in their departments on their ongoing action plans, and most importantly, to collaborate effectively around student learning.

The floor was opened for feedback and participants commended Master Fellows for their impressive contribution to making the programme a success. The Headmistress also took the podium and congratulated teachers who have been effective throughout the three days of the training. She also thanked INTED team for a most satisfactory workshop, and charged her staff to use the strategies to their benefit as it had benefitted her in the past few years.

Make-up Sessions were done for the following teachers who had excused absences during the delivery of, in some cases one or two or all the three modules: Dorcas Abena Akombi (ASE), Emmanuel Celes Shardey (LD &ASE), Luckicia Afriyie (LD), Mercy Addobea (ASE), Richard Ofori Asiedu (LD), William Donkor (ASE), Joseph Gyawu Danso (LD, ASE & UPK), Martin Yaw Enninful (LD, ASE & UPK). The following four teachers: Daniel Kwesi Tetteh, Eric Obese Osei, Christopher Osei Bonsu and Samuel Kofi Tommey were unable to receive a make-up session, however, this was discussed with the Head to the agreement that a future opportunity will be made available for them.

### **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 Anum Presby Senior High School (ANSEC)**

INTED Team had a final meeting with the management, the Head and her assistants. 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. They finally thanked INTED team for ensuring a successful training program.

Reported and Signed by:

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Kwabena Amporful  
(Founder & Director, INTED)

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Elorm Billy-Awittor  
(Volunteer & Recorder)