

2018 INTED REPORT - ASAMANKESE SHS SCHOOL SPECIFIC PROGRAMME

Modules	Lesson Design & Factors Affecting Student Learning, Active Student Engagement, Critical Thinking Skills, Using Prior Knowledge, and Review & School Collaboration Plan
Master Fellows	Emma Acolatse, Albert Amponsah, Fiifi Hope, and Annie Pomeyie
INTED Admin	Kwabena Amporful and Louisa Koomson
Admin Volunteer	Henry Kofi Amporful
Date	9 th - 12 th January 2018
School, Region	Asamankese Senior High School, Eastern Region
Population	92 Teachers, 13 NSPs /10 HoDs/ 2,400 Students
Programme Sponsor	Mr. Kwasi Atuah/LifeForms Ghana



OVERVIEW

During 9th - 12th of January 2018, INTED engaged all Teachers, National Service Personnel and Heads of Department (HoDs) of Asamankese Senior High School (ASASCO) in its School Specific Training Programme. The programme was sponsored by kind courtesy of alumnus Mr. Kwasi Atuah of Life Forms Ghana. INTED proposed delivering all of its 4 Tier I Teaching Practice (TP) and associated Instructional Leadership (IL) modules, namely: *Lesson Design and Factors Affecting Student Learning*, *Active Student Engagement*, *Critical Thinking Skills*, and *Using Prior Knowledge*; the *Review and School Collaboration Plan* module was included for a well-rounded Tier I programme. Prior to the training day, INTED had a pre-training logistics discussion with the management of the School, led by Headmaster Rev. Samuel Adjei Munwuhitum, who introduced the Assistant Head Academic (Mr. Wisdom Kwame Adeti).

INTED's team arrived on the 8th for pre-training arrangements. Following a revision in trainee number to 105, the Assembly Hall and Science/ICT Lab were selected as the training rooms. The Maths, Sciences, ICT and Home Economics teachers were grouped in Cohort B, and all others into A. The Assembly Hall was for Cohort A trainees while the ICT Lab for Cohort B. It was agreed for Instructional Leadership to be organized in the Assembly Hall.

DAY ONE: Lesson Design /Using Prior Knowledge

Morning: Day One begun at 8:05am with a welcome address by Headmaster Rev. Samuel Adjei Munwuhitum, who urged all trainees to be supportive and ready to learn new pedagogical strategies to improve themselves. He also took the opportunity to inform all staff that the full cost of the programme was kindly sponsored by ASASCO alumnus Mr. Kwasi Atuah, Life Forms. INTED Administration, led by CEO Kwabena Amporful, begun an interactive and informative session with the trainees. The CEO thanked the school administration and trainees for welcoming INTED, and proceeded to acknowledge INTED's kind sponsorship by Mr. Kwasi Atuah, which makes it possible for INTED to bring programmes to schools, before presenting 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 others would require a make-up session. He applauded management of Asamankese SHS for taking the bold step to join the over 40 schools, whose teachers and heads across the country INTED has supported to improve their students' achievements. Kwabena drew the curtains by introducing both the Master Fellows and admins as the "INTED Training Team" to the trainees. INTED's overview video was then played to give trainees more information about the organization, its inaugural programmes, and stakeholders. After the CEO's remarks and video, Master Fellow Annie led the first day's team building activity. Trainees were divided into 10 groups, using *Numbered Heads* strategy, and were tasked to build a pyramid using limited resources including rubber band, strings and disposable cups without talking. After the team building activity, trainees discussed their observations and learnings, and how its manifests in their current way of work. Master Fellow Albert announced the cohort groupings shortly afterwards.



Participants engaged in morning teambuilding activities in the Assembly Hall

Cohort A: Cohort A was led by Master Fellow Emma with support from Annie on the instruction side, and by Louisa, INTED Programmes Manager, on the admin side. Cohort A had a total number of 51 trainees, and for Day 1, presented both *Lesson Design* and *Using Prior Knowledge* as the training modules for the day. Strategies to identify factors affecting students

learning, ensure effective lesson design, and also activate student's prior knowledge were thoroughly discussed. The morning session in Cohort A was slightly ahead of schedule.

The lecture formats of both modules were completed before the Design Studio session, which kicked off in the afternoon after the lunch. During the afternoon session, MF Emma grouped trainees according to their departments and 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 modules through their presentation, and were given feedback by Master Fellow Emma. Interestingly, the Twi language teacher held his entire presentation, including the strategy names, in Twi language.



Lecture presentation and Design Studio session being led by MF Emma in Cohort A

Cohort B: Master Fellow Albert led Cohort B, with instructional support from Fiifi, and admin support from volunteer Henry. Similar to Cohort A, participants were provided with training materials packaged in INTED branded envelopes including: branded pens, writing sheets and printed course materials. The training start time delayed due to incompatibility of the laptop and projector, requiring the school's systems to resolve the problem. Trainees were then 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 worked in subject teams. Master Fellow Albert explained the *modus operandi* for the session, clarifying that trainers were not to come and teach but more importantly explain the modules' component strategies and when/how strategies will be incorporated in their lesson delivery.



Trainees actively enjoying the morning lecture and afternoon Design Studio session

Day One's Instructional Leadership

The Instructional Leadership session was led by Master Fellow Annie, who took the Heads of Department and Assistant Heads (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.



Annie engaging leaders in some instructional leadership concepts

Department Action Plans: The School Collaboration Plan is an amalgamation and presentation of all department level action plans, and brings together all teachers, led by their heads of department, to effectively plan how they will put the strategies into correctly supported use. It helps the department to strategically identify obstacles that hinder their progress. The leaders started also drawing up Action Plans, which involved drafting for Day I.



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

DAY TWO (2) – Active Student Engagement

Introduction

Day Two of the training began at 8:02am in the Assembly with all trainees coming together for the *Worst Collaborative Moves* group activity, led by Master Fellow Annie. Instructions to complete skits were outlined to trainees by Annie. After grouping using *Numbered Heads*, trainees were tasked to demonstrate through a skit indicating the worst collaborative moves the team could conjure. Observation discussions followed the activity.

Cohort A: Master Fellow Emma started Day 2's training at 8:56am after a review of Day One's exit cards and discussion of outstanding issues. Trainees were introduced to the strategies of Active Student Engagement, such as *Foldables*, *graphic organizers* and *inside-outside-circles*, before a brief transitional break. The morning session ended on time at 11:55am. Design Studio begun at 11:58am before lunch break at 12:45pm, unlike during Day I. Trainees enjoyed their time and participated actively in the training.

During Design Studio, Master Fellow Emma gave guidelines on how to present their group work and the need to select one person to present on behalf of the group. 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. After their presentations, they asked questions and were given feedback on each presentation.



Trainees engaged in the foldable, and inside-outside-circle strategies

Cohort B: Cohort B also started its morning session on very good timing – both trainers and trainees were within time throughout the session. Trainees enjoyed their time and participated actively in the training. The afternoon session continued on schedule as expected, also with trainees actively participating. Trainees demonstrated during the Design Studio the usage of the strategies in their respective classrooms.



Master Fellow Fiifi 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 Annie facilitated the various HoDs to brainstorm obstacles as 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 planning across all departments. The HoDs continued to list possible obstacles that could prevent the department from implementing their plans. They shared the obstacles they had identified through presentations as shown in the picture below.



Leadership session with presentations during IL

DAY THREE (3) – Critical Thinking Skills

Morning

The day started around 8:08am with a brief introductory message by Kwabena, who introduced Annie to lead the teambuilding activity for the day, *Tallest Tower*. After the activity and follow-on discussion, Kwabena discussed the importance of the Critical Thinking Skills in teaching and learning, before then asking trainees to move straight into their cohorts after the brief message.



Trainees engaged in the tallest tower activity

Cohort A: Cohort A led by Master Fellow Albert started brightly on Day 3. *Critical Thinking Skills* was introduced to trainees as the module for the day. Before that, a few questions on strategies and their usage were asked, which were well-answered by Albert. Albert kick-started by asking trainees to take out their knowledge rating sheet to fill with the strategies under *Critical Thinking Skills* he mentioned for trainees to write. He further asked them to rate their knowledge of the strategies before the lesson. During the lesson, Albert asked trainees again to rate their knowledge on the strategies after explaining some to them and finally after

the lesson, he made trainees complete rating their knowledge. Trainees enjoyed strategies especially, metacognition, non-linear representation, and RAFT, and had fun in their usage.

The morning session ended with an insightful wrap-up question and answer session with the trainees. Design Studio followed closely after the morning session where trainees moved back into their various departmental groups to select fresh topics for their lesson plans. They were advised by the facilitator to embed the strategies that best fit their chosen lesson plan topics.



Trainees preparing and presenting their lesson plan after MF Albert delivered TP lecture

Cohort B: Day 3 for Cohort B 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 given the short class periods. A very good response from Master Fellow Fiifi was that, working in teams and using strategies such as *Quick writes* and *Exit Cards* allowed teachers to measure understanding quickly, which was faster than regular homework assignments. Questions from the exit cards were discussed briefly and answered by MF Fiifi.

Master Fellow Fiifi went through the strategies with them and advised teachers to implement them in their classes to deepen student thinking. He also cautioned trainees not to try and use all the modules during each lesson delivery, however, to begin with strategies that they were most comfortable with. The morning lecture session ended with sample role-playing using the RAFT strategy to close lessons in class. Cohort B was behind the training schedule for the day, but worked to catch-up. Design Studio was quickly introduced and trainees were back into their various groups namely: Math, Science, ICT and Home Economics. Lunch followed shortly after planning. Design studio ended with group presentations, after which they proceeded to dept. action plans.



Trainees engaged in the morning lecture of the Critical Thinking Skills module

Instructional Leadership's Day 3

Master Fellow Annie handled this Instructional Leadership session with an objective of ensuring that Heads of Department (HoDs) of Asamankese SHS are empowered to support their teachers in implementing the strategies. The session had all HoDs present including the three Assistant Heads of Asamankese. The Action Plan aspect of the training continued and the Assistant Heads and HoDs took the opportunity to finish off their work with teachers in their various departments with the purpose of brainstorming solutions to impediments to classroom implementation of the training strategies.



Leaders brainstorming solutions to impediments to classroom implementation of the training strategies

DAY 4 – Review and School Collaboration Plan

Cardinal Point Leadership Attributes Teambuilding Activity: After having set up the leadership attributes at the four cardinal point locations, Master Fellow Annie instructed participants to identify the cardinal point attribute that best described them. Within the groups, they were then tasked to consider the pluses and minuses of the attribute, and also vis-à-vis the others. Realizations of diversity and understanding were discussed after the vibrant activity.

Review and Make-Up Sessions

The morning activity was followed by the Review and Make-Up sessions. Simultaneously, as Make-up session was arranged for teachers who missed various portions of the training, all other trainees participated in a complete review of all the strategies that had been taught during the week. Master Fellows Fiifi and Emma led the organized make-up session, and Albert led the review session, with support from Annie.

School Collaboration Plan

After the review and make-up sessions, trainees were asked to join their departmental teams for the presentation and discussion of actions plans which will guide the department going forward. Each department was given the platform to present their action plans to management for discussions and adoption.



Heads of department presenting their departmental action plans to their colleagues

Special Guest Visits

On the last day, 12th, INTED and Asamankese SHS were privileged to have been joined by the Municipal Director of the Ghana Education Service, in the person of Madam Rebecca Ayisah, and Municipal Assembly CEO Hon. Seth Oduro who congratulated both organizations for the bold initiative. They also took the opportunity to sensitize the teachers on education developments in the municipality as well as policy and statutory developments within the GES.



The Municipal Director of Education and Municipal Assembly CEO commending INTED and Asamankese SHS for the good training work

Gift Presentations

There were gift presentations from the heads of Asamankese SHS to INTED. Sacks of oranges, bunches of plantain (Apim & Apentum), and pluckings of pawpaw were presented to CEO Kwabena Amporful. A special vote of thanks was said by one of the teachers, and by the CEO on INTED's behalf, especially for Messrs. Adeti, Agyapong, Turkson, and Rev. Munwuhitum. Mr. Amporful made a note to share INTED souvenirs with the Heads of Asamankese SHS, as part of the certificate delivery.

Daily Briefing

There were debriefings after each day's training which centred on how the training can be improved going forward. Management of Asamankese and INTED both shared reports on proceedings from each cohort. Management of Asamankese also gave reports on activities directed to them which included the schools' kitchen, timeliness and behaviour of teachers. These sessions were also particularly helpful for the planning of the make-up/review sessions and updating management on schedule of programmes and planned changes ahead.

Evaluation: In order to appreciate the effectiveness of the programme, an assessment form was administered to all trainees after the training to collect feedback on the programme. Feedback has been compiled and added to this report.

Report compiled and signed by:

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