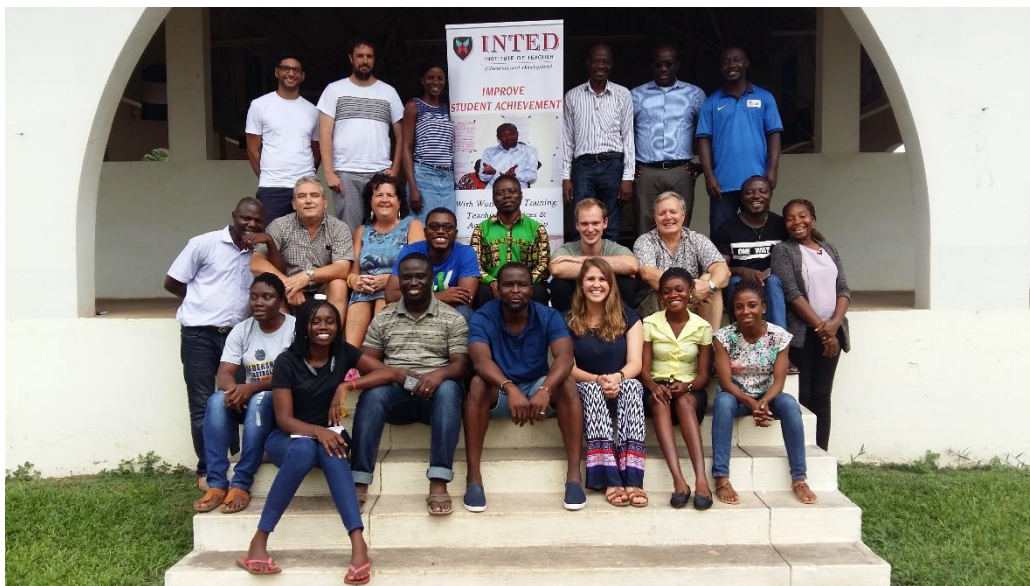


2018 INTED SCHOOL SPECIFIC PROGRAMME REPORT

Training type	School Specific Programme
Module	Differentiated Instruction
Facilitators	Farouk Illiasu and Kwabena Amporful
INTED Admin	Kwabena Amporful (CEO) and Elorm Billy-Awittor (Volunteer)
Date	September 6 – 7, 2018
School	Right To Dream Academy, Old Akrade - Eastern Region
Population	18 Teachers/150 Students



Teachers and Heads of Right To Dream Academy and the INTED team

INTRODUCTION

The INTED team arrived at Akrade in the Eastern Region on September 5, 2018 for the 2-day training programme scheduled for 6th to 7th September. Accommodation was pre-arranged at the Aseda River Resort and Hotel and the team lodged in at about 10:50pm. The team's early arrival after breakfast from the hotel accommodation at Right To Dream Academy in the morning helped secure training centres and logistics for the training. Upon arrival, the team met with the Head, Dr. Bo Greene and immediately proceeded to securing the Lego Education Innovation Studio for the teaching practice and the Barack Obama Library for the morning team building sessions.

DAY ONE (DI Framework, Principles and Strategies) – Introduction & Team Building

The first day session at 9:08am with an introduction of the team to the RTD participants present by Bo. Kwabena Amporful, Founder and Director of the institute also expressed gratitude for the invitation and explained the rationale, inaugural programmes, mission of INTED and its stakeholders after a short show of the organisation's introductory video.

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 RTD for taking the bold step to join the over 50 schools, whose teachers and heads across the country INTED has trained towards improving their students' achievements. Kwabena also introduced the main facilitator Mr. Farouk Illiasu and admin assistant Elorm Billy-Awittor collectively as the INTED Training Team to the trainees.



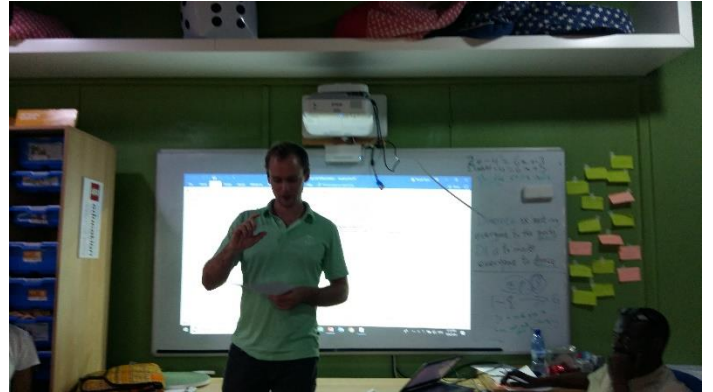
Introductions and Team building activities

After the CEO's remarks and video, participants moved to the Education Innovation studio for the slide presentations. The almost 2-hour long session took participants through discussions on Differentiated Instruction Frameworks and Principles. Trainees stated their present challenges with differentiating instructions in their classroom with the view of looking at ways to address them during the subsequent sessions. Farouk Illiasu who led the discussions went through the general overview of Differentiated Instruction and how it was used by learners of some disability initially but now modified for all learners as learning styles and profiles are largely diverse. Farouk among other things is mainly responsible for professional development at Multikids Academy, an inclusive school in Accra.



Farouk Illiasu leading the discussion on DI Frameworks and Principles

After a 40 minutes lunch break, trainees went into a design studio session. Trainees in their subject-based groups designed and presented their lesson plans using the strategies in lesson differentiation covered in the slide delivery. Farouk and colleague trainees gave comments and feedback on each group's presentation.



Group lesson planning and subsequent presentation

The day ended at about 3:35pm after which the INTED team had a debriefing meeting with the RTD Academy leadership represented by Bo Greene and Bright Sewu. The remarks from the short meeting include:

- General positive collaboration and participation with the readiness and openness to “pull the rope of student learning” valuably after the workshop
- Being intentional about using student learning styles and showing that more in the day two session
- Spending some more time on UBD explanations and examples as it was not especially very clear in the morning
- Doing a better job with time management and transitions as scheduled to optimise concentration and reduce tiredness at certain points.
- Trainees to spend some time reading materials given them overnight so further discussions can be held on lesson differentiation for those who did not quite get it

The INTED team returned to the RTD school premises for dinner around 6:30 pm and also honoured the invitation to witness some entertainment activities of the “young footballers” undergoing trials for admission into the academy.

DAY TWO (UBD & DI, IEPs and further Strategies)

The morning session started at 9:18 due to the slight delay in breakfast for the trainees. A short birthday song was sang for one of the trainees Henry as the team and his colleagues wished him well. With the lesson reinforcement considered, trainer Farouk delved straight into practising writing Individualised Education Plans (IEPs) with Understanding By Design (UBD) in mind. They look at Tiered Instructions, Cubing amongst other strategies. During the discussions on Curriculum Designs, Bo indicated that it was of essence for RTD to modify and adapt the given templates.



After the snack break at 11am the sessions continued on IEP integration whilst not veering off the RTD philosophy (as indicated by Harry, a trainee). A critical challenge that run through the classes as mentioned by Paa Joe was the learning gaps from missing critical stages in the earlier educational experiences of the learners and for which strategies must be developed to adapt the lesson differentiation strategies to fit the school’s situation.



Once again, the trainees were placed in four groups using numbered heads to work on developing an IEP for a learner and present after lunch break. This they did for about half an hour and comments were given by colleagues from other groups after presentations.



Group discussions and Presentations



PROGRAM CLOSURE

Kwabena gave the closing remarks on continuing building a professional learning community that encourages a healthy culture of continuous development and improvement in practices that lead to learner’s achievements ultimately. Bo Greene on the side of the academy also expressed gratitude to the staff and INTED for working together to make the workshop a beneficial one.

Day two was brought to a close around 3:20pm after evaluation forms for feedback were administered.

Reported and Signed by:

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Kwabena Amporful
(Founder & Director, INTED)

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Elorm Billy-Awittor
(Volunteer & Recorder)