

2019 INTED SCHOOL SPECIFIC PROGRAMME REPORT

Training Type	School Specific Programme
Modules	Lesson Design & Factors Affecting Student Learning and Active Student Engagement
Master Fellows	Emma Acolatse and Raphael Aidoo-Taylor
INTED Admin	Louisa Amba Koomson (Programmes Manager) and Elorm Billy-Awittor (Volunteer)
Date	March 4-5, 2019
School	Abakrampa Senior High and Technical School, Central Region
Population	65 Teachers/ 11 Heads of Department/ 1,390 Students



Teachers and Heads of Abakrampa SHTS and the INTED team

INTRODUCTION

The INTED team arrived at Abakrampa SHTS (ABASS) in the Central Region on March 3, 2019 for the ensuing 2-day training programme. The team's early arrival at Abakrampa helped secure training room arrangements and other logistics for the training, as well as accommodation for the team. Upon arrival, Louisa (Programmes Manager), Elorm (Volunteer) and Emma (Master Fellow) met with Evelyn Domson, representing the headmistress of ABASS for pre-training discussions. The multipurpose Dinning Hall and the Staff Common Room of the school were chosen for the Teaching Practice and Leadership sessions, respectively. After arrangements had been discussed, the headmistress herself in the person of Cecilia Adzo Wofesor arrived to exchange pleasantries. The team ended the day by settling into accommodation arrangements at the Mann guesthouse nearby.

DAY ONE (Lesson Design) – Introduction & Team Building

The morning session on the first day begun at 8:35am with a short prayer. The Headmistress afterwards took the platform to welcome the INTED team and trainees – she encouraged the latter to fully

participate in the training programme and do their best to be punctual. The Head shared reports and recommendations she had received about INTED’s training hence her decision to bring the team over despite the challenges the school was facing. One of INTED’s pioneer Master Fellows, Raphael, then introduced the training team and 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* activity. The trainees enjoyed the team building activity and shared feedback and observations on collaboration and communication. Raphael used the exercise to stress the need for teamwork in implementing what will be learnt during the training. After the teambuilding activity, the participants were led to their training room for explanation of schedules and protocols of the programme.



Participants following proceedings during the Introduction session

Day One – Morning Session

Master Fellow Emma led teaching practice with support from Master Fellow Raphael. Participants were provided with INTED training materials 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 List-Group-Label, Think-Pair-Share, T Charts, Venn Diagrams, etc., and eventually broke for lunch break at 12:30pm.



Trainees attentive to the Lesson Design module during the morning session

Afternoon sessions – Design Studio

During the afternoon session trainees were introduced to Design Studio, where they were grouped into subject teams totalling nine (9) Master Fellow Emma explained that they were expected to present a new lesson plan that embedded the lesson design strategies on a topic of choice to the team. . They were however advised not to teach but most importantly show the components of lesson design and explain when and how strategies will be incorporated during the lesson. The day rounded up with group presentations, as pictured below, after which each presentation was given feedback by the team and Master Fellow Emma.



Participants presenting their group lesson plan after team deliberations

Instructional Leadership

Master Fellow Raphael handled the Instructional Leadership session with the objective of ensuring that Heads of Department and Unit Heads of Abakrampa are empowered to 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 of the strategies.



Instructional Leaders actively brainstorming strategies for monitoring and implementation

Day 1 INTED-ABASS Management Debriefing Meeting: Below are the observation and suggestions made during the debriefing held at the end of the training day:

1. Management should inform Teachers to improve upon their timeliness for the training, especially related to returning from breaks

2. Overall comportment of teachers during the training was good
3. Teachers started off apprehensive about how these strategies could be used in a time-constrained and large-sized classroom environments

Day Two - Active Student Engagement - Morning Session

The second and final day of the training begun with almost all participants seated by 8:30am, with Master Fellow Raphael launching trainees into the *Worst Collaboration Skit* teambuilding activity. As part of demonstrating collaboration through factors negatively impacting it, trainees were grouped and tasked to design a brief skit showing lack of collaboration. The module training session shortly thereafter saw Master Fellow Emma introduce participants to *Active Student Engagement* strategies. Some of the strategies taught were *Pass that Question*, *Pass that Answer*, *Foldable*, *Inside-Outside Circle*, etc. The excitement around these strategies was palpable. After the morning session, trainees continued with Design Studio before lunch break by preparing their lesson plans for presentation, which was done after lunch break.



Trainees involved in various activities associated with Active Student Engagement strategies

Afternoon session – Design Studio

The second day of the training at Abakrampa was a continuation from the first day, with most groups improving upon their prior lesson plans (embedding the day’s new learning strategies). Subject-based groups presented their lesson plans using the backward design and demonstrated how and when they will inculcate the strategies learnt in their lesson.



Groups presenting their Lesson Plans

Instructional Leadership

During the Instructional Leadership session, the Heads of Department were taken through characteristics and norms of well-functioning teams; they also brainstormed obstacles that their teachers may have in implementing these strategies in the classrooms. The article *High Leverage Strategies for Principal Leadership* was discussed before the purpose of and template for Action Plans were introduced. This session of Instructional Leadership required the HoDs to participate and observe colleagues in Design Studio session.

MF Raphael emphasized the need for the Heads to implement the teaching practice strategies themselves. The Heads worked together to create one model Action Plan template, which was presented later in the day to the colleague teachers, and based on which modifications could be later made for department specific ones.



Sample Action Plan presentation and closing remarks by Raphael and Headmistress

Programme Closure

After the model Action Plan presentation, Raphael led a brief closing remark and 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 two 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.

Make-up Sessions were not done for any teachers as this was discussed with the Head to the agreement that a future opportunity will be made available for those who missed.

Name	Lesson Design	Active Student Engagement
Emmanuel Kango	X	
Isaac Derrick Akwandoh	X	
Isaac Kwadjo Asante-Adjei		X
Anthony Acquah Techie	X	
Ebenezer Odoom	X	

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.

Report compiled by:

Signed by:

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Elorm Billy – Awittor
(Programme Volunteer)

Louisa Koomson
(Programmes Manager)