

## **2019 INTED SCHOOL SPECIFIC PROGRAMME REPORT**

<b>Training Type</b>	School Specific Programme
<b>Modules</b>	Lesson Design and Factors Affecting Student Learning, Active Student Engagement
<b>Facilitators</b>	Raphael Aidoo-Taylor and Emma Acolatse
<b>INTED Admin</b>	Elorm Billy-Awittor
<b>Date</b>	November 5 - 6, 2019
<b>School</b>	Bepong Senior High School, Kwahu Bepong – Eastern Region
<b>Population</b>	61 Teachers/ 12 HODs/ 1,469 Students



*Group picture of teaching staff, Heads, and INTED's Team*

### **1.0 Introduction**

After discussing the quality of professional development training provided by INTED through Master Fellow (MF) Philomena Boateng, headmistress of Anum Presbyterian Senior High School, Madam Diana A. Mintah, the headmistress of Bepong Senior High School (BESCO) decided to invite INTED to her school to deliver a 2-day School Specific Programme for her staff. The workshop was organised at the school under the funding support from the World Bank's Secondary Education Improvement Project (SEIP) in Ghana. The INTED team of three arrived in Kwahu Bepong on Monday, November 4, 2019 around 4pm where they met and interacted with the headmistress and her two assistants. The team went on to inspect the designated training rooms and, after some rearrangements, were ushered to the hotel with dinner prepared by the school.

### **2.0 Day 1**

#### ***Introduction and Opening Remarks***

The first day of the training program started in earnest at 8:10am after some pre-training organization and setup. Headmistress Diana welcomed the teachers and staff and advised

them to be open-minded about the workshop as it took a great deal of effort for it to be successfully organized logistics-wise.

The INTED Team represented by Master Fellows (MF) Raphael Aidoo-Taylor, Emma Acolatse, and admin support Elorm Billy-Awittor were introduced by MF Raphael who stepped in to lead the team in the absence of administrative leadership. He gave a brief background information about the organization covering its inception, mission, the number of schools trained, and its uniqueness of being teacher-led. The trainees afterwards watched the INTED Overview video that provided additional colour to the introductions. During the introductory session, trainees were also taken through the day's schedule and had the training format explained to them. MF Raphael also emphasised the *Attendance and Certification* policy to the trainees.



*Headmistress Mintah opening the workshop*



*MF Raphael sharing INTED's History*

### ***Team Building Activity***

For the team building session at Bepong SHS workshop, trainees were tasked to build *Cup Pyramids*. This was after they were placed in groups of six using *Numbered Heads*, ready with their packs of activity materials. These materials included cups and rubber bands with twines attached to them. Trainees were given instructions for the activity and 8 minutes to finish the given task of building their pyramids. As time elapsed, MF Raphael who was leading this session asked the various groups to review what they had done. From the discussions, trainees remarked that there were delays as there was no assigned leader, and no focus because they could not communicate verbally among themselves. MF Raphael concluded the activity by



*Group in team building session*



*Trainees building a cup pyramid*



asking them to translate the experience and relate it to their work as teachers where they all agreed and established that it was important to collaborate at all levels and to communicate to achieve set targets.

### ***Lesson Design***

For the Teaching Practice session that started at 9:35 am after a snack break, MF Emma Acolatse used an interactive format to take trainees through factors that affect student learning, and presentation slides to introduce the backward-design lesson plan. For the module, they learnt strategies such as Think-Pair-Share, Learning Partners, and Venn Diagram. They also reviewed the Revised Bloom's Taxonomy and discussed formative and summative assessment with trainees participating with examples.



*MF Emma presenting Lesson Design strategies*



*Trainee giving example on "My Favourite Teacher"*

### ***Design Studio and Presentation***

After a lunch break at 1:25 pm, the Design Studio session (practice) commenced. MF Emma grouped the trainees into their eight departments. They selected a topic of their choice in their subject areas and prepared sample lesson plans. Trainees were asked to use the strategies learnt in the various sections of the plan for presentations.



*Business department discussing sample lesson*



*Designing a Lesson Plan using strategies*

After the discussions, they reproduced the drafts on flipchart sheets and began presentations for review. Some of the comments from MF Emma were on the appropriateness of the strategy used at the various stages of the lesson.



*Lesson plan presentation on Food Groups*



*Comprehension Lesson Plan presentation*

### ***Instructional Leadership***

During this module for Instructional Leaders, Heads of Departments were taken through some of the challenges they envisage facing in the implementation of the strategies learnt from the training. MF Raphael who led the discussions guided participants to brainstorm some of the attendant solutions. Trainees started building up to what department planning entails and how they could relate that to managing the department members and target setting.



*Trainee asking question on team collaboration*



*Section of trainees in IL Session*

The first day of the workshop ended at 4:35 pm with a closing prayer from Mr. Prince Kumi, a trainee.

### ***Debriefing Meeting***

The INTED team met with the Headmistress and her assistants after the day's session to examine what went well and not so well in order to make the necessary adjustments for the next day. Below are some of the comments from the discussions:

1. Commendation on the start time and food management and suggestions that it be maintained or better still improved the next day
2. Class control was great however facilitator's pace seemed slightly rushed around the end of the presentation

3. Head of department replacement (A teacher retiring in a few weeks hence change in name on IL list)
4. Overall excitement and good participation was a hopeful sign to the assistant headmaster for the use of the strategies learnt and fresh classroom practices
5. A reminder was made by the Head of the request to address morning assembly at 7:00am

### 3.0 Day 2

#### ***Introduction and Opening Remarks***

Per the request from the headmistress, the INTED team and school staff were present at the school's Wednesday Morning Assembly. This presence was in order to give brief speeches to advise and motivate the students. At 7:10 am, MF Raphael in his talk advised the students to be disciplined and listen to their teachers. He reminded them about the importance of discipline and focus in achieving set life goals as many things may lure them towards social vices which is not a preferred path. On the part of MF Emma, she encouraged them to try strategies like group learning, having a personal timetable and reading their notes and asking questions when they needed clarity.



*Students at the morning assembly*



*MF Raphael giving his talk*

#### ***Team Building***

The *Tallest Tower* activity was done on the second day of the training as an ice breaker. Started at 8:05am, MF Raphael once again used *Numbered Heads* to group trainees into six. They were given varied quantities of plastic bottles, straws, sticks, tapes, and cups to complete the task in 8 minutes.





*Trainees in team building activity*



*Group building the tallest tower*

Some of the reflections from the activity during discussions led by MF Raphael included the importance of planning, division of labour, collaboration, and communication. One of the trainees also remarked about the differences in materials and added that it was important for teachers to assist students move from one ability level to the other despite their backgrounds. Snack break was at 9:10am.

### ***Active Student Engagement***

At 9:35 am, MF Emma started the session with a brief review of the exit cards used the previous day and answered a few questions about the types of assessment and how some of the strategies could be used in Mathematics.



*Trainee giving example during presentation*



*Trainees using the Learning Partners strategy*

Presentation on the strategies for engaging students actively covered included *Say Something*, *Double Entry Journal*, *Pass that Question* and others. The presentation ended at 1:20 pm for a lunch break.



*Trainees displaying their foldables*



*Inside-Outside Circle strategy being used*

### ***Design Studio and Presentations***

At 2:05 pm after the lunch break, trainees started their practice session. Similar to the first day, trainees were grouped into subject areas to prepare a sample lesson plan towards presentations. The lesson plan on a topic of their choice had to reflect the use of various strategies as learnt to actively engage students. The eight groups spent an hour brainstorming, developing, and finally writing up their plan. Each group was given markers and flipcharts to work with.



*Lesson plan presentation by Home Economics group*



*Science group presenting lesson plan on Soil*

Some of the lessons presented were on Adolescent Reproductive Health (Home Economics) and Perspective (General Knowledge in Arts)



## *Instructional Leadership*



*Section of HoDs in IL session*



*MF Raphael leading the IL Session*

The Heads of Department went into the instructional leadership session on the second day to continue discussions on ways to support teachers in various departments in implementing the strategies learnt. MF Raphael also introduced them to action planning and its components with the idea that the leaders would discuss at their departmental level and design specific plans for the academic year

### **3.0 Conclusion**

At the end of the presentations, the Headmistress gave her concluding remarks and mentioned her gratitude to trainers and trainees for a good job done. She reminded the teachers that they were going to return from the midterm break and re-strategise for immediate implementation of what has been learnt, starting from the new academic year in a few weeks. The facilitators on the INTED side announced that a WhatsApp group will be created for the Heads of Departments and INTED trainers as a link for the exchange of information and follow-ups.

The programme ended at 4:45 pm after the vote of thanks by Maame Gyamaa and closing prayer from Siaw Johnson, both teachers of the school.



*Headmistress Diana giving her closing remarks*



The following teachers could not take part or participate in the programme fully. The “X” indicates modules that were missed. No make-up sessions were organized for this workshop.

	Name	Lesson Design	Active Student Engagement
1	Andrews O. Boamah	X	X
2	Emmanuel Evans Buame	X	X
3	Godfred Kyeremanteng	X	X
4	Rexford Anim	X	X
5	Roger M. Nouryour	X	X
6	Victor Asamoah	X	√
7	Felix Sarpong	X	√
8	Atakora Obuobisa	X	√

3 Interns also took part fully in the training. They were Enoch Asiedu Anim, Owusu Henry, and Tsatsu Lugu Stephen.

Report compiled by:

Signed by:

Elorm Billy–Awittor

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