

## **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>	Annie Pomeyie and Emma Acolatse
<b>INTED Admin</b>	Elorm Billy-Awittor
<b>Date</b>	November 8 - 9, 2019
<b>School</b>	John Evans Attah Mills Senior High School, Ekumfi Otuam – Central Region
<b>Population</b>	45 Teachers/ 14 HODs/ 850 Students



*Heads and Teaching Staff of JEA Mills SHS with INTED Master Fellows*

### **1.0 Introduction**

The Headmaster of the John Evans Attah Mills (JEA Mills) Senior High School, Mr. Ebenezer Monney in one visit to his former school Mfantseman Girls' SHS observed a session of INTED's Tier 1 programme (Part II) that was underway. After sampling testimonials about the training he observed, he invited the INTED team to provide the same professional development to his staff. A day ahead of the scheduled training for JEA Mills, INTED's team arrived in Mankessim as the school wanted a different venue to the school's location in Ekumfi Otuam.

### **2.0 Day 1**

#### ***Introductions and Opening Remarks***

As early as 7:00am, the pre-training arrangements and setup began at the Manna Heights Hotel. The meeting room had audio-visual equipment set but needed additional work in

terms of seating arrangements. The teachers arrived with the school bus at 7:40am. By 8:10am all pre-training logistics and preparations were in place and the Head welcomed the teachers and INTED team.

Madam Annie Pomeyie who led the training team gave a brief presentation about INTED, its history, impact, and backgrounds of facilitators. After the INTED Overview video was shown, she answered a question from a trainee on whether the content was culturally relevant and she responded in the affirmative. The Attendance and Certification policy was discussed and a few housekeeping rules were also set for the training.



*Mr. Monney opening the program*



*MF Annie giving INTED Talk on behalf of CEO*

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

After the introductory remarks, the trainees were taken through the team building activity. Master Fellow (MF) Annie used *Numbered Heads* to get participants into six groups for the task. Trainees were asked to use the given packets which contained cups and twines with elastic bands to build a Cup Pyramid within 8 minutes. This task was to be done with no one talking or touching of cups. After the time elapsed, none of the groups was able to build the desired cup pyramid. Some of the reasons discussed as contributing factors to the failure were lack of communication, no assigned leader, no knowledge of how the pyramid should look, amongst others. The trainees applied these factors into their professional mindset and that agreed attention should be paid to the importance of communication and teamwork in the performance of their roles.



*MF Annie setting the stage for building the cup pyramid*



*Group reflecting on their pyramid activity*

### ***Lesson Design***

Before the main training began, Master Fellow (MF) Emma Acolatse requested that two trainees take up the roles of Course Prefect and Assistant to help manage breaks, sign-ins, materials distribution, and any other tasks to help run the schedule without any glitches. Mr. Felix Amo-Mensah and Madam Dorcas Ocran volunteered for the responsibilities for the two days.

For the teaching practice presentation, MF Emma took trainees through content on Lesson Design and Factors Affecting Student Learning. They learnt strategies like Think-Pair-Share, Learning Partners, Venn Diagram, and others.



*MF Emma presenting strategies for Lesson Design*



*Trainees practising the List-Group-Label Strategy*

The session paused at 10:15am for a 25-minute snack break which they enjoyed around the Hotel pool area. Upon return, the trainees continued with the strategies till lunch break at 1:30pm. During the presentation, a trainee asked for clarification on the use of *Learning Partners* as a strategy, as it relates to the sample given that used names of popular tourist destinations across Ghana.



*Trainees using the Learning Partners strategy*



*Section of trainees during presentation*

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

In order for trainees to practice the use of what they had learnt before a real lesson, MF Emma placed them into 5 subject groups for the Design Studio session. This session, which started at 2:05 pm, was to get trainees to design a lesson on a topic of their collective choice for presentation.

They were to embed the strategies learnt into their lesson plan while paying attention to the use of assessment strategies (formative and summative) in the design. After about 45 minutes of planning, the five groups gave their lesson plan presentations for group discussion and comments for improvement.



*Trainees brainstorming topic for lesson plan*



*Group draft up lesson plan for presentation*

Some of the chosen topics included Nouns (Languages) and Living and Non-Living things (Sciences), both of which had trainees explaining what steps and strategies they will use to teach the given topics in class using the strategies.



*Languages Department presenting lesson on Nouns*



*Group listening to input from facilitator on lesson*

### ***Instructional Leadership Session***

MF Annie led the Head, Assistant Headmaster, and Heads of Department (HoDs) through the leadership session after the lunch break.



*MF Annie leading the discussion at the IL Session*



*HoDs drawing the Organogram of JEA Mills*

At this specialized training, the heads of departments were asked to put together on a flip chart, what in their opinion the J.E.A. Mills organogram looked like. This was to facilitate the discussion on the various issues they could face after the workshop in implementing the changes in the school. They discussed the roles and tools needed for effective teamwork after the presentation of their organograms, discussions on what constitutes a team, and developing an action plan. This session ended at 3:40pm with returning to observe two presentations of lesson plans from their colleague teachers.



*Section of Heads during the Leadership session*



*MF Annie answering question from trainee*

### ***Debriefing Meeting***

The day's main schedule ended at 4:20 pm and a review meeting with the Headmaster and his Assistant took place right afterwards in the meeting room with the INTED Team. The head and his Assistant were impressed with the programme and particularly mentioned the Instructional Leadership session as being very useful in better guiding teachers at departmental levels to achieve set targets. They upon return will work on Performance Agreement Undertaking to be written and signed by teachers with the Assistant Head. There was mention of the role good time management and the venue played in having a successful day from the facilitators' points of view.

### **3.0 Day 2**

#### ***Introductions and Opening Remarks***

The second day of the workshop started at exactly 8:00am with an opening prayer from Socrates Ampa Arkoh, a member of the teaching staff. The Headmaster commended the



*MF Annie leading Day 2 introduction and schedule*



*Trainees in session paying attention*

teachers on their comportment from the first day and admonished them to continue with same so they could close on time. He also suggested that lunch be extended to after the close of the programme so everyone could manage the time well and return to their various destinations.

MF Annie then welcomed the trainees and went over the training schedule with them again. Before the training programme started, the INTED Testimonial video was shown as the trainees settled in.

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

In the same groupings for the team building activity as the previous day, trainees once again received materials to use to build “*the tallest tower*”. MF Annie, who led this session gave instructions to trainees to use the plastic water bottles, sticks, tapes, straws, and cups given them to build a standing tower within 8 minutes. The six groups reflected on the activity after the given time and tied it into their work as educators. They noted that compared to the Cup Pyramid from Day 1, they identified the importance of communication, collaboration, teamwork, improvisation, and division of labour as essential in reaching goals.



*Headmaster observing a group as they build*



*Trainees attempt building the tallest tower*

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

Before introducing the trainees to the strategies in the Active Student Engagement module, MF Emma reviewed the Exit Cards by answering some questions on them and explaining how that could be used in the classroom. Per strategies for actively engaging learners’ minds, trainees were taken through Foldables, Say something, Pass that Question, amongst others.



*MF Emma on strategies for engaging learners*



*Trainees in teaching practice session on Day 2*

Training continued after a 25 minutes snack break at 10:10 am. MF Emma used the subject Literature to explain the strategies and also encouraged the trainees to give examples of the strategy use in their subject areas as part of the discussions.



*Trainees displaying their foldables for notetaking*



*Trainees practising the Inside-Outside Circle*

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

Similar to the previous day's session, trainees went into the 5 departmental groupings during the afternoon to plan another lesson using the strategies for Active Student Engagement. For 45 minutes, trainees brainstormed and drafted lessons that had the strategies embedded for presentation.



*Trainees in Design Studio planning lesson*



*Sample lesson plan on sheet for presentation*

The group presentations were reviewed and comments were shared by MF Emma and other trainees.



*Group presentation of sample lesson plans*



*Social Studies group presentation on Constitution*

### **Instructional Leadership**

The session on the second day for Heads saw MF Annie take the leaders through the article by Richard Dufour on *Professional Learning Community* and Robert J. Marzano on *High-Leverage Strategies for Principal Leadership*. They also looked at Concept Maps for action planning. The idea was to get the Heads to plan with the teachers in their department for the new academic year.



*MF Annie leading the planning discussions*



*HoDs brainstorming ideas for the action plans*

### **Departmental Action Planning**

After the presentation of the lesson plans and the Instructional Leadership session, the Heads of Departments under the guidance of MF Annie got in action planning at 1:30pm. This



*Action plan being brainstormed with HoD*



*Group discussing timelines for action plan*



session was in 6 groups and the trainees with the heads discussed and drafted their plans for presentation.

The Heads of departments presented the action plans they had discussed in their various groups to embark on and during which timelines.



*Action Plan presentation by departments*



*Trainees with their HoD during presentation*

#### **4.0 Conclusion**

The headmaster of J.E.A. Mills Senior High School, Mr Ebenezer Monney commended the facilitators and the staff for the general comportment during the training. He reminded the teachers of the task ahead and admonished them to rededicate themselves to the profession and do the very best to help the students. The INTED facilitators also promised follow-up checks and availability for assistance when called upon. The workshop was brought to a close at 3:15 pm with a vote of thanks by Madam Dorcas Ocran, a trainee.

The following teachers were not present during the sessions below, but no Make-Up session was organised during this training.

<b>Name</b>	<b>Lesson Design</b>	<b>Active Student Engagement</b>
1. Ibrahim Adjei	X	X
2. Jacob Baah	X	X
3. Kingsley Addo	√	X

Report compiled by

Elorm Billy – Awittor

Signed by:

Louisa Amba Koomson