

2019 INTED SCHOOL SPECIFIC PROGRAMME REPORT

Training Type	School Specific Programme
Modules	Lesson Design & Factors Affecting Student Learning, Active Student Engagement, and Using Prior Knowledge
Master Fellows	Raphael Aidoo-Taylor, Albert Amponsah and Emma Acolatse
INTED Admin	Louisa Amba Koomson (Senior Programmes Manager), Elorm Billy-Awittor, and Carlos Alifo (Volunteers)
Date	February 28 - March 2, 2019
School	Komenda Senior High Technical School, Central Region
Population	100 Teachers / 17 HoDs / 1799 Students



Heads and teaching staff of Komenda SHTS with INTED Team

1.0 Introduction

The INTED team comprising of Louisa Koomson, Elorm Billy-Awittor, Carlos Alifo, and Master Fellow (MF) Emma Acolatse arrived at Komenda Secondary Technical School at about 3pm Wednesday, February 27, and met the Headmaster Mr Attram Yirenkyi with his team. The meeting was a brief one that focused on pre-training logistics arrangements. The headmaster afterwards took us to the proposed training venue and some options for the storage of INTED training materials. Both teams agreed on using the Science blocks and Home Economics classrooms for the various cohort trainings and settled on the headmaster's office as our storage room. With the help of some students and headmaster, the volunteers organized the rooms ready for training.

The INTED team then departed to their hotel rooms to make final preparations for the day of the training. The rest of the trainers, Master Fellows Albert Amponsah and Raphael Aidoo-Taylor were expected to arrive on the morning of the training.

2.0 Day 1

Introduction and Opening Remarks

The INTED team arrived by 7:00am and finished setting up the three training venues at 7:30am, after which breakfast was served. The workshop started at exactly 8:30am with an address by Mr. Attram Yirenkyi (Headmaster) to the trainees present; he explained how difficult organizing the workshop had been and urged the trainees to take advantage for the full benefits. He handed over to Raphael Aidoo-Taylor, INTED Master Fellow, for his opening remarks. In his introduction, Raphael gave an overview of INTED's work and impact and went over the programme schedule, attendance and certificate policy as well as housekeeping rules. The INTED overview video was also played to the trainees.

Team Building Activity (Cup Pyramid)

MF Raphael led the cup pyramid building activity with trainees grouped around 9 tables with activity materials. Trainees were asked not to communicate while building the pyramid. At the end, almost all the trainees agreed on the critical role communication has to play in building a united teaching staff aiming to achieve objectives set regarding their students.



Trainees at the introductory session

Following the team building activity, Albert quickly divided the trainees based on their departments and subject areas. The teachers settled in their designated rooms for the actual module sessions for the day to commence.

Cohort A - Lesson Design

At 9:45am, Albert started the *Lesson Design and Factors Affecting Student Learning* module with the Mathematics, Sciences, Visual Arts, Technical and I.C.T. Department teachers. The strategies introduced to trainees include *List-Group-Label*, *Learning Partners*, *Think-Write-Pair-Share*, *Exit Cards*, among others. There was a 10-min break around 11:30am and the morning session ended at 1:50pm.



Trainees participating in the lecture

Design Studio and Presentations

Before lunch, MF Albert grouped the trainees based on their departments and asked them to use strategies learnt to design lesson plans on the topics of their choice in their subject areas. The groups prepared their lesson plans during and just after lunch.

Trainees came back from lunch at 3:10pm to start their presentations of lesson plans. A representative from each group presented their lesson plan employing strategies learnt during lesson design session on topics such as 'Input Devices', 'Living and Non Living Livings', 'Elements of Design', 'Plane Geometry I' MF Albert made various remarks and suggestions for further improvements, most importantly facilitated feedback from other trainees.



Presentations after Lesson Plan design

Cohort B - Lesson Design

The second cohort in the other Science classroom, started the *Lesson Design and Factors Affecting Student Learning* with MF Emma. She took her cohort through same strategies discussed in cohort A with relevant examples while looking at lesson objectives, procedure, assessment as key components of a lesson plan.



Teaching Practice session

Design Studio and Presentations

Just as trainees were grouped into their various departments and subject areas in cohort A, trainees were placed in 5 groups and given the same task to design a lesson plan on a topic of their choice, integrating the strategies learnt during the day. MF Emma stressed on the moderate use of these strategies in lesson planning and delivery. At about 3pm, the lesson plans prepared by the various groups were presented and remarks were given to make adjustments where needed.



Lesson Plan presentations after design studio

During the day, Mr. Odame Tetteh from the Institute for Educational Planning (IEPA) and Administration of the University of Cape Coast coincidentally was around to introduce himself to the staff of the school. Just after lunch, Mr. Odame shared with the trainees some key observations on how important the workshop is and encouraged the trainees to take active part in all the modules. He announced that the Komenda SHTS had been selected by the IEPA and placed under his care to commence a professional learning community support program which he hopes to begin with the teachers shortly and for which reason he had familiarize himself with the school.



Mr. Odame (IEPA, UCC) on Professional Learning Communities project

Instructional Leadership

During the design studio session, the Heads of Department moved to the Home Economics classroom for the Instructional Leadership module. Raphael Aidoo-Taylor, a pioneer Master Fellow, led the discussion on the leadership support needed to help peer teachers implement the strategies learnt to improve educational outcomes in the school.



Heads of departments in leadership session with MF Raphael

Daily Debriefing Meeting

The INTED Team met the headmaster and his two assistants to review the day's activity and prepare for the next day. The following were some of the observations made:

1. Participation was satisfactory and trainees were enthusiastic throughout the day
2. Assurances were given that lunch and snacks will be brought on time so the schedule is not disrupted
3. Again, the school management was satisfied with the delivery of the facilitators and thinks this will really help improve learning in the school.
4. Louisa explained the Make Up sessions arrangements to Mr. Attram and asked that related announcements be made the next day.
5. The INTED team was put on notice that their accommodation arrangements had changed slightly, and the team was to be informed about the new arrangements the next day.



Debriefing meeting

3.0 Day 2

An overview of the previous day's activities opened the workshop. MF Raphael took the trainees through the review and invited them to continue the enthusiasm exhibited the previous day. Mr. Attram Yirenkyi (Headmaster) emphasized how important the workshop is and made announcement for those who had genuine reasons for missing the previous day's session to come see him for arrangements on Make-Up sessions.

Team Building Activity (Worst Collaboration Moves)

Raphael took trainees through the team activity of the day, worst collaboration moves, for which trainees were put into 9 groups and asked to think about a sketch that emphasize on unsuccessful collaboration. After brainstorming, the groups were given the opportunity to perform their sketches. Trainees realized that disunity among them destroys their objectives for the students, especially at the departmental level.



Skits to show Worst Collaborative Moves

Later in the day, Mrs. Phyllis Arthur-Simpson, the Headmistress of Mfantisman Girls' Senior High School, and one of INTED's pioneer Master Fellows, passed through while the training was ongoing. Louisa expressed how happy and grateful the INTED team was to see her, and thanked her again for the warm reception when the team was in her school.

Cohort A - Active Student Engagement

At about 9:40am, MF Albert started the day's activity by reviewing the Exit Cards from Day 1 and used the opportunity to explain further how the strategies can be used to improve classroom learning. Three teachers who were absent the previous day joined the session. MF Albert took trainees through strategies that are aimed at improving student engagement during the class.



Trainees during Active Student Engagement session

Trainees learnt about passive and active students and various strategies that can engage students, such as *Foldable*, *Graphic Organizers*, *Say Something*, *Double Entry Journal*, among others.

Design Studio and Presentations

The practice of INTED strategies resumed on Day 2 with trainees in their various groups continuing the preparation of lesson plans with focus on new strategies learnt relevant to improving active student engagement, after which presentations and feedback sharing was done.



Design studio planning lessons using some new strategies learnt for actively engaging students

Cohort B

In cohort B, MF Emma, started by addressing the issues from the Exit Cards. MF Emma then led the Active Student Engagement module by introducing strategies such as *T-chart*, *2 Minute Pause*, and *Cone of Learning* among others; all these strategies were aimed at



Trainees being taken through active student engagement strategies

Design Studio

Trainees in their groups, before presenting, had brainstormed exercises and designed lessons using strategies learnt at all levels of lesson delivery procedure.



Trainees planned and presented lesson using strategies learnt

Instructional Leadership

Similarly to the teaching practice session, Raphael reviewed the previous days' lesson on leadership support. The Heads of Department later had discussions on building departmental Action Plans. After the teachers' presentations during Design Studio, the Heads of Department joined them to set targets. Trainees, in collaboration with their Heads of Department, began preparation of Action Plans.



Instructional leaders with their department teams after session on building action plans

Day 2 Debriefing Meeting

The second debriefing meeting between management of INTED and Komenda SHTS did not come on. However, there was a general improvement in time management overall. The INTED team's accommodation issues had also been resolved.

4.0 Day 3

Team Building Activity (Tallest Tower)

On the final day of the training, trainees arrived rather early due to the general satisfaction and impact the training had had on them since its commencement. Seven groups were given materials (straws, water bottles, sticks masking tapes, disposable cups) unevenly to build the

tallest tower. Trainees enjoyed the activity and identified lessons in line with their work. Notable lessons such as team work, division of labor, good leadership, ideas sharing and having the right resources were deduced from the activity, and shared as activity lessons.



Team building activity on building the tallest tower

Cohort A – Prior Knowledge

Albert emphasized the importance of connecting the student’s prior knowledge, either cultural or personal, to a subject area during lesson delivery. Trainees were taken through strategies like *K-W-L*, *Frayer Model*, *Anticipation Guide*, etc. Trainees shared personal experiences they have in the classroom where prior knowledge model was key in lesson delivery.



MF Albert in Using Prior session with trainees as they asked questions

Design Studio

Trainees in their respective departments prepared action plans with their Heads of Departments. This was presented later in the day.



Trainees preparing actions plans for presentations

Cohort B

MF Emma in the other cohort explained strategies including *Concept Maps*, *Anticipation Guide* in relation to activating relevant prior knowledge in lesson delivery. Trainees also asked questions, to which MF Emma responded accordingly.



MF Emma lecturing on strategies to use in activating students prior knowledge

Design Studio and Presentations

Similarly, trainees in their respective groups prepared Action plans inculcating the strategies learnt as well as the lessons learnt by the Heads of Department during Instructional Leadership sessions. At about 2:00pm, the two Cohorts A and B came together for the presentations. MF Raphael made remarks on the various presentations by representatives of the various groups. He encouraged them to make efforts to execute plans and target set by the various departments.



Trainees giving their Action Plan presentations after planning

Closure

The Assistant Headmaster (Academics) distributed training history forms by Ghana Education Service for trainees to be filled. The Master Fellows later signed the forms. The INTED evaluation form was also distributed to the trainees, with appeals for candid comments from trainees about the just-ending workshop.

After closing remarks from the Head in charge of Academics. Mr. Ngyi Lamba, the INTED team and trainees took a group picture in front of the school's three-storey classroom block. The training officially came to an end at 3:30pm.

Since there were no Make-Up sessions organized, the following teachers were unable to complete all the modules during the 3 days training program, required to earn certificates.

Names	Lesson Design	Active Student Engagement	Using Prior Knowledge
Emmanuel Egyir	X	X	X
Emmanuel Takyi	X		
Esther Cobbah			X
Grace Apiagyei			X
Isaac Ron Kojo Arthur			X
Joseph Fulton Prah	X		
Cynthia Esenam Segbedzi		X	X
Ernest Bright Nyarko		X	X
Michael Okwan		X	X
Nancy Akyea Mensah	X	X	X

The table overleaf shows the modules outstanding for the teachers who did not complete the programme.

Report compiled by:

Signed by:

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