

2020 INTED SCHOOL SPECIFIC PROGRAMME REPORT

Training Type	School Specific Programme
Modules	Lesson Design and Factors Affecting Student Learning, Active Student Engagement
Facilitator	Emma Acolatse and Annie Pomeyie
INTED Admin	Kwabena Amporful and Elorm Billy-Awittor
Date	January 9-10, 2020
School	Obrachire Senior High Technical School (OSTECH), Central Region
Population	81 Teachers/ 18 HODs/ 1,516 Students



Heads and Teachers of Obrachire Senior High Technical School with the INTED Team

1.0 Introduction

The Headmistress of the Obrachire Senior High Technical School, Madam Gifty Andoh, invited the INTED Team to organise a 2-day professional development training at the recommendation of her former colleague at Twifo Praso Senior High School, INTED Master Fellow (MF) Mr. Raphael Aidoo-Taylor. The INTED Admin team followed with a school visit and discussions with academic staff.

The INTED team of four comprising Mesdames Emma Acolatse and Annie Pomeyie, along with Kwabena Amporful (Founder) and Elorm Billy-Awittor (Programmes Coordinator) arrived at the school at 6:45pm on Wednesday, January 8th. This usual practice allows for pre-training arrangements and logistics preparations. It was during the arrival briefing that the headmistress welcomed the team and also showed the selected training rooms. One highlight of the brief meeting was her request that the INTED team finds time to meet the final year students to talk to them about the readiness for their upcoming West African Secondary School Certificate Examination.

2.0 Training Day 1

Introductions and Opening Remarks

The team arrived early the morning of the 9th at the school's PTA Multipurpose auditorium for audio-visual and seating set up ahead of the training with the assistance of teachers and students. At 8:24am most of the expected trainees were seated so School Chaplain Mr. William Sovoe opened the day's programme with a prayer.

The Headmistress followed with a welcome address and introduction of the INTED Team. She also admonished the teachers to be active participants in the training for the benefit of their students and handed over to Kwabena who thanked the trainees for availing themselves for the training to become part of the INTED family.



Head of School, Madam Gifty Andoh giving her opening remarks



Kwabena Amporful, INTED Founder introducing training facilitators

Team Building

MF Annie kicked off the programme with the icebreaker activity, namely the *Cup Pyramids* group activity. Trainees numbered themselves and were divided into 7 groups around tables that each had strings with a rubber band and six cups. The instruction was to build a pyramid with the cups in 8 minutes without talking or touching the cups with the hands. MF Annie led a reflection exercise afterwards. Some of the key learnings they mentioned during the observations included leadership, the impact of communication on teamwork, depth of knowledge, patience and focus, which they acknowledged were keys to successful teams.

After the team exercise, trainees watched the INTED overview video before Kwabena gave a brief history of the organisation whilst covering the fact that improving student



Trainees building cup pyramids in groups



Trainees sharing their observations from teambuilding activity

achievement was the overarching mainspring of its activities. He took trainees through the day's schedule and policies regarding attendance and certification, and also suggested some housekeeping norms to be observed during the workshop.

Teaching Practices Session – Lesson Design and Factors Affecting Student Learning

For the morning presentation session on Day 1, the facilitator, MF Emma Acolatse set the tone by getting trainees to nominate two course prefects. Stanley Buachi and Grace Donkor after accepting the roles helped to distribute materials for the training. These materials were referenced in the discussion of the strategies in planning a lesson and few notes were taken by trainees on their strategy sheets. They were taken through strategies such as *List-Group-Label*, *Venn Diagram*, *Learning Partners*, *Think-Write-Pair-Share* and *Exit Cards*. Concepts like *Backward Design* and *Types of Assessment* were also explained by the facilitator.



Trainee explaining the Backward Design approach



List-Group-Label strategy in use

Design Studio

Practice sessions are an integral part of INTED's workshops and at this school specific programme, the trainees were divided into 9 departmental groups for that purpose. Trainees were tasked by the facilitator to design new lesson plans on topics of their choice, embedding strategies learnt that morning in those lesson plans.



Group preparing lesson plan for presentation



Trainees discussing topic for lesson plan

The various departments were given markers and flipcharts for the activity which happened between 1:15pm and 2:15pm.

Trainees took a 25 minute lunch break before the next session.

Presentations

At 2:50pm, after the planning and preparation on flipcharts were done, the trainees in their departmental groups were asked by MF Emma to present their lesson plans to participants for review. Some of the presentations were on Demand Theory (Economics Department), Cells (Science Department), Institution of Marriage (Social Studies), and “Ndze Ngyegye” (Vowel Sounds in the Fante Language) for the Languages Department. MF Emma commended the teamwork in most of the groups and further explained strategies that were misapplied, such as the Learning Partners strategy in the presentation by the General Arts department. The Head of the various departments joined the rest of the members during the session.



Ndze Ngyegye Lesson Plan presentation by the Languages Department



Visual Arts Department presenting lesson plan on 'Colours'

Instructional Leadership (IL)

Simultaneous to Design Studio, the Heads of Department went into their scheduled Instructional Leadership session from 1:15pm to 2:25pm with MF Annie, to discuss new ways of working together to support the use of the new strategies as learnt in the morning session. The Headmistress, her two Assistants, other Heads of Department and subject



Using the Organogram to understand the role of leaders in supporting teaching



MF Annie leading the Instructional Leadership Session

leaders (unit heads) were tasked to present the organogram of the school from their own perspective. They also brainstormed challenges they expect ahead of the implementation of the strategies. In preparation for the next leadership session, they were asked to pre-read the *High-Leverage Strategies for Principal Leadership* article.



Headmistress and her assistants at the session for leaders



Section of Instructional Leaders during their session

The first day of the workshop ended with an Islamic closing prayer from Rahman Jumada Alidu at 4:55pm.

Debriefing Session – Day 1

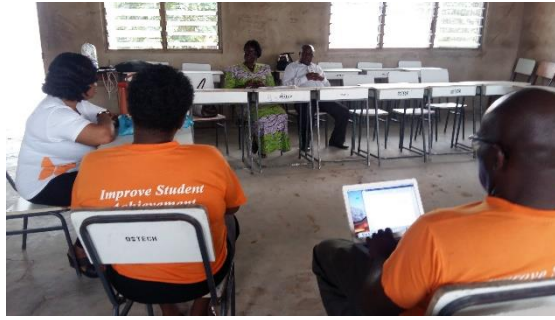
The INTED Team met with the Headmistress and her two assistants to review the activities that went on during the day and to seek ways for improving the next day.

The comments from both sides were largely positive.

The Obrachire SHTS team were not too clear on the Instructional Leadership program duration as the leaders remarked that they had only spent a little over an hour before joining the other members of their departments again. Kwabena explained part of the training required leaders work with the department members to support the implementation of the new strategies, which took a long time because of the nine groups in a single cohort (each cohort typically has a maximum of six groups). He also added that the duration for the IL session the next day was going to be longer with action planning and solely focused on HoDs as they had done the part they needed to do with their departments during the training.

The Assistant Headmistress, Mrs. Sophia Lomo also remarked the interactive nature of the entire program and commended the facilitators for their presentation skills. She notified the team of the permitted absence of Mr. Prince Abass Donkoh and Mr. Issifu Salifu for the next day, for whom Kwabena explained make-up sessions and opportunities to earn their certificates will be provided during the next programme.

The Master Fellows also added that the trainees worked well as teams supporting each other when they needed to. Kwabena mentioned that trainees be reminded to minimise movement and phone usage during the sessions for the second day.



Day 1 Debriefing Session

3.0 Training Day 2

Opening

The second day of the workshop opened with a prayer from a trainee at 8:25am. The headmistress welcomed the teachers back and commended their comportment during the first day's training. She also reminded them of the need to manage their mobile usage and general movements during the sessions.



Madam Gifty Andoh welcoming the trainees



Kwabena sharing schedule for workshop Day 2

INTED Founder Kwabena also embarked on a feedback sharing session on the programme thus far. A trainee remarked that the workshop had served as a wakeup call for him personally as there had not been such a professional development training in a long while. Another trainee also suggested that INTED publishes a booklet on the various strategies being taught to serve as a reference reading material in case teachers wanted to recollect some of the salient points during presentations. Whilst one thought it was best to organise such programmes when school was on recess, a different trainee proposed that videos be used to summarise some of the activities to save time. Kwabena responded to the various inputs from the trainees and gave some reasons as to why the workshops was built in the current format it was in especially regarding the hands-on activities to focus on practice and enhance engagement and learner-centeredness.

Team Building

Having gone over the schedule for the day, MF Annie took over the morning activity on *Building the Tallest Tower*. Trainees numbered from 1 to 10 and were placed in groups according to their number around 10 tables. They were instructed to build the tallest tower they possibly could in 8 minutes with the various materials given which included bottles, tapes, straws, sticks, paper, and cups of various quantities and sizes.



MF Annie leading the teambuilding activity



Trainees trying to build the tallest tower

Since the activity was meant for teambuilding, MF Annie after the given time asked the various groups for their reflections on the task and its connection with their work as educators.

Some of the trainees observed and stated the following as lessons from the activity: tolerance of ideas, communication, collaboration, resourcefulness, synergy, and identifying individual strengths and weaknesses.

Teaching Practice – Active Student Engagement

MF Emma started the teaching practices session at 9:15am with a review of the exit cards from Day 1. Some of the questions asked on the cards which she responded to included:

- How can I help students who cannot read at all?
- Is the exam done at the end of the term a summative one?
- What are the similarities between summative and formative assessment?
- Is it important to share topic areas to student ahead of lessons?
- Does being dull make a student good or bad academically?



Section of trainees during workshop



MF Emma facilitating discussions on Active Student Engagement

The session continued with presentations on further strategies that encourage active student engagement. Some the strategies discussed included *T-Chart*, *Two Minute Pause*, *Double Entry Journal*, *Pass That Question*, *Numbered Heads*, *Graphic Organizers*, and *Inside-Outside Circle*. Trainees also defined Active Student Engagement, discussed the concepts around *Covert and Overt Participation* and the *Cone of Learning*.



Demonstrating the Inside-Outside Circle Strategy



Trainees using the Learning Partners strategy

This session ended at 12:25pm and trainees had their snack break for 35 minutes.

Design Studio

At 1pm, the design studio session started with trainees returning to their departmental groupings and continuing with the lesson plans. The instruction was for trainees to embed the active student engagement strategies learnt into their plans. They were once again given flip charts and markers to enable them to put together their lesson plans for presentation with a focus on strategies learnt earlier in the day.



Languages Department preparing their lesson plan with strategies during design studio



Home Economics Department brainstorming lesson plan for presentation

Presentations

After about 45 minutes of preparation, the various departments presented their lesson plans for comments from both the facilitator and other trainees. Some of the topics on which lesson plans were presented included *Measures of Central Tendency*, *Responsible Parenting*, *Genres of Literature* and *Economic Systems*. MF Emma helped correct the

step-by-step usage of some of the strategies in the lesson as some of the trainees incorrectly applied the procedural use of strategies like the *Think-Pair-Share* and *List-Group-Label*.



Language department presenting their lesson plan



Group presentation of lesson plan

Instructional leadership

The Heads of Department and other Instructional Leaders in their session on Day 2 started by reviewing the *High-Leverage Strategies for Principal Leadership* article by Richard Dufuor and Robert J. Marzano which they were tasked to pre-read. The trainees highlighted their key points from the discussions led by MF Annie. They continued to look at what constitute teams and action planning.



MF Annie leading the article review



Section of Instructional Leaders in session

Action Planning

The Instructional Leaders returned to lead their department members to develop action plans – department plans and guides for implementing the strategies learnt at the workshop. In their various departments, they prepared and presented these plans to all participants and MF Annie, who led the session.



Action planning in progress



Language department presenting their action plan

Student Meeting

The INTED team met the final year students and gave brief talks around the topic of their readiness for the end of programme examination in the next few months. They were motivated by the High school story of Founder Kwabena, the realization of their opportunities as demonstrated by the MF Emma’s story of the young Aburi Girls’ student, and practical strategies to adopt for improved learning and curricula review.



MF Emma sharing words of advice with the students



Kwabena talks on some practical strategies for high achievement in learning

4.0 Closing Remarks

Founder Kwabena shared the following remarks after the Action Plan presentations:

1. It was important for the strategies to be used together as a team, so department heads were advised to include their weekly use as part of their action plans
2. Class monitoring by Heads and other department members is a very important peer learning tool and should be encouraged; feedback shared should be done in a professionally-supportive in nature
3. The theme of collaboration set by Mrs. Andoh was an important one, and to remember that successful collaboration required a clear goal, strategy/plan, communication, resources, and effective leadership
4. As a Professional Learning Community (PLC)-in the making, staff at OSTECH ought to remember that the central tenet of PLCs is student centeredness – it was more important how much the student improves in learning than how much the teacher could race to finish. The teacher is not being assessed at WASSCE.

Kwabena's remarks were followed by the delivery of Vote of Thanks from Head of Department Ellen Quaye and prayer by Ebenezer Quaye, which preceded the workshop close at 4:35pm. The table below captures teachers who were unable to attend indicated sessions of the workshop. A make-up session will be organised later for them to qualify for a certificate.

Name	Lesson Design	Active Student Engagement	Instructional Leadership
1. Abass Prince Donkoh		X	X
2. Barbara N. Nunoo		X	
3. Charles Adjaku		X	
4. Clement Oppong Afriyie	X		
5. Eric Simon Obboh		X	
6. Issifu Salifu		X	X
7. Kingsley Obheng	X	X	
8. Dominic Appiah		X	

Debriefing Session – Day 2

Similar to Day 1, the INTED team, Headmistress and her Assistants at OSTECH met to review the just-ended proceedings of the day. The Head and her team were hopeful for a second part to complete the Tier I programme based on the comments and commitment from the staff. Kwabena also responded when asked about the readiness of certificates after he had once again explained the certification policy that they usually are made available within a period of one month. He informed the head about the creation of a WhatsApp group for INTED facilitators and the Instructional Leaders as well to correspond after the training.



Day 2 Debriefing meeting

Report Compiled by:

Signed By:

Elorm Billy-Awittor

Kwabena Amporful