

2018 INTED SCHOOL SPECIFIC PROGRAMME REPORT

Training type	School Specific Programme
Modules	Lesson Design & Factors Affecting Student Learning, Using Prior Knowledge, and Active Student Engagement
Facilitators	Albert Amponsah and Raphael Aidoo-Taylor
INTED Admin	Kwabena Amporful (INTED CEO)
Date	February 21-23, 2018
School	Akim Akokoaso Senior High and Technical School, Eastern Region
Population	30 Teachers/9 HODs/ 700 Students
Programme Sponsor	GCB Bank



Teacher and Heads of Akim Akokoaso SHTS and the INTED team

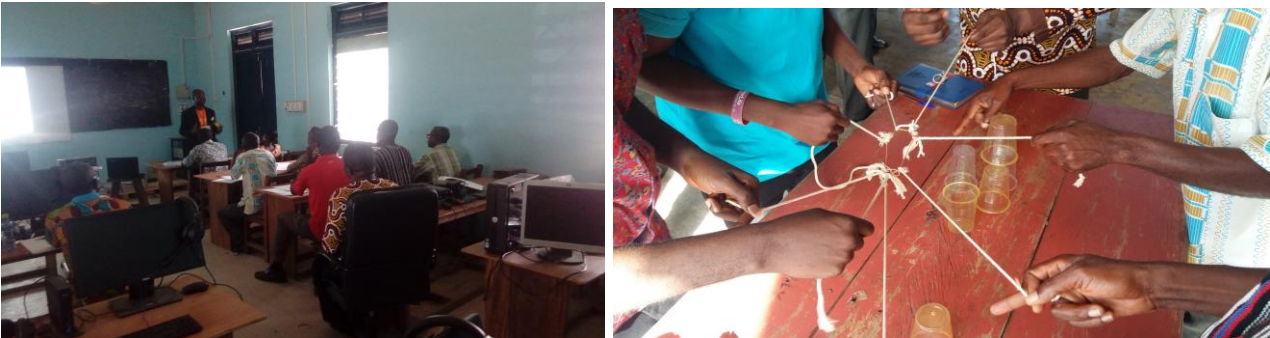
INTRODUCTION

The INTED team arrived at Akim Akokoaso SHTS (AKSTECH) in the Eastern Region on February 20, 2018 for the ensuing 3-day training programme. Despite traveling challenges, the team's early arrival at Akim Akokoaso helped secure training room arrangements and other logistics for the training, as well as accommodation for the team. Upon arrival, Kwabena (INTED CEO) and Raphael (Master Fellow) met with the Headmaster Daniel Kwamla Agordo of AKSTECH for pre-training discussions. The ICT Lab and its adjacent classroom of the school were chosen for the Leadership and Teaching Practice sessions, respectively. After arrangements had been discussed with the head, the team ended the day by settling into accommodation arrangements at the nearby guesthouse.

DAY ONE (Lesson Design) – Introduction & Team Building

The morning session on the first day begun promptly by 8:00am with 28 teachers seated (two had been formally excused by the head). The Headmaster afterwards took the platform to welcome the trainees and INTED team – he encouraged them to fully participate in the training programme and do their best to be punctual. The Head shared his prior experience with INTED’s training the 2013 Fellows Programme held in Accra, during which time he was the Assistant Head Academic for Akim Asafo Senior High School. INTED CEO, Kwabena Amporful then introduced the training team, explained GCB Bank’s part sponsorship of the programme, and also 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* team building activity, held just outside the Teaching Practice classroom. The trainees enjoyed the activity and shared feedback and observations on collaboration and communication. Master Fellow 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. After the team building activities and orientation, the teachers and INTED team were served with breakfast.



Participants following proceedings during the Introduction session

Day One – Morning Session

Master Fellow Albert 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. The morning was briefly disrupted by power outage, but administrators of the school were able to switch to installed solar power to minimize the disruptions.



Trainees engaged in an activity for Lesson Design during the morning session

Afternoon sessions – Design Studio

During the afternoon session trainees were introduced to Design Studio, where they were grouped into four (4) subject teams. Master Fellow Albert explained that they were expected to present a lesson plan that embedded the components of lesson design strategies on a topic of interest to the team. It is noteworthy that members from seemingly unrelated subject teams worked together during this activity. They were however cautioned not to teach but most importantly show the components of lesson design and explain when and how strategies will be incorporated in their lesson. The day rounded up with group presentations, some of whose pictures are below, after which each presentation was given feedback by the team and Master Fellow Albert.



Participants presenting their group lesson plans after team deliberations

Instructional Leadership

Master Fellow Raphael handled the Instructional Leadership session with the objective of ensuring that Heads of Department of Akim Akokoaso are empowered to fully 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 on the strategies. The session had all Heads of Department present including the new Assistant Head Academic and Head of school. The school does not have other assistant heads (Admin or Domestic). Please see pictures below.



Instructional Leaders actively brainstorming on strategies for monitoring and implementation

Day 1 INTED-AKSTECH Management Meeting: The day ended with a debriefing meeting with management of AKSTECH. Below are the observation and suggestions made during the debriefing:

1. Management should inform Teachers to improve upon their timeliness for the training, especially related to returning from breaks
2. Overall comportsment of teachers during the training was good
3. Teachers started off apprehensive about how these strategies could be used in a time-constrained environment

Day TWO (Active Student Engagement)

Morning

The second day of the training begun on time with almost all participants seated by 8:00am, 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 morning session shortly thereafter saw Master Fellow Albert introduce participants to *Active Student Engagement* strategies. Some of the strategies taught were *Pass that Question*, *Pass that Answer*, *Foldable*, *Quick Write*, *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 Akim Akokoaso was a continuation from the first day, with most groups improving upon their prior lesson plans (embedding the day’s newly 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.

DAY THREE (Using Prior Knowledge) – Morning Team Building Exercise

The final training started by 8:00am with Master Fellow Raphael kick-starting the day’s programme by leading trainees through the *Tallest Tower* teambuilding activity. Using a strategy known as numbered heads, trainees were grouped based on their chosen numbers. The groups were tasked to build the tallest tower using provided materials including empty water bottles, straws, masking tapes and plastic cups. Teams finished their towers to various heights and feedback was shared. Below are some of the activity pictures. Participants were afterwards regrouped for the teaching practice session.



After the activity, the 21st Century Education video was played and an effective discussion was led by INTED CEO Kwabena Amporful. Trainees were entreated to be dynamic and innovative teachers because the world is evolving and teachers need to be abreast with these changes in order to produce students that compete and thrive in our changing world. Both Master Fellows added their voice in reiterating the need for continuous professional development, and for teachers and heads to be more innovative and mentors.

Day Three – Morning Session

Master Fellow Albert introduced the final day's module, *Using Prior Knowledge*. Trainees were introduced to various component strategies of the Module. Some of the strategies shared are *Fruyer's model*, *Anticipation Guide*, *KWL*, etc. Participants were actively involved and asked various questions.



Trainees very attentive and enjoying the training module (Using Prior Knowledge)

Afternoon

During Design Studio, trainees were asked to build on the previous day's chosen topic and add the new strategies from the morning's *Using Prior Knowledge* session using the materials from the Day 2. Participants were asked to demonstrate when and how they will inculcate the new strategies in their lessons. Participants proved their understanding of the strategies well through the presentations.



Participants brainstorming during the Design Studio session

Day Three - Instructional Leadership

Master Fellow Raphael took Heads of Department through educated moves that should be used as part of their monitoring strategy, given the obstacles that were brainstormed during the previous day. He emphasized the need for the Heads to implement the teaching practices 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.

Programme Closure

After the model Action Plan presentation, Kwabena led a brief closing discussion on Professional Learning Communities (PLCs), using the summary of Richard Duffour's article, *What is a Professional Learning Community?* Kwabena 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 Headmaster also took the podium and congratulated teachers who have been effective throughout the three days of the training. He also thanked INTED team for a most satisfactory workshop, and charged his staff to use the strategies to their benefit as have benefitted himself in the past few years.

Make-up Sessions were done for the following teachers who had excused absences during respective modules: Seth Amoah and Victor Arthur (Lesson Design and Factors Affecting Student Learning), and Mutala Mohammed Suleman and Foster Dzah (Active Student Engagement). A fifth teacher who missed the final day was unable to receive a make-up session, however, this was discussed with the Head to the agreement that a future opportunity will be made available for him.

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.

Final Debriefing with Management of Akim Akokoaso Senior High School (AKSTECH)

INTED Team had a final meeting with school leadership, the Head and his Assistant Head Academic. The management of the School said they were most grateful for the training offered them by INTED. INTED's Master Fellow Raphael led the discussion aimed at charging the Assistant Head to come up with a monitoring plan to follow up on the action plans of the various department members. The charge also entreated the Head to share some of his expertise in the area of academic leadership from his previous school with his new academic head, and to provide mentorship where necessary. After a fruitful discussion, the Head of school presented INTED with some gifts in the form of foodstuffs, after which INTED CEO expressed profound thanks.

Report compiled and signed by:

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Kwabena E. Amporful
(INTED's Chief Executive)