

## **2018 INTED SCHOOL SPECIFIC PROGRAMME REPORT**

<b>Training type</b>	School Specific Programme
<b>Modules</b>	Lesson Design & Factors Affecting Student Learning and Active Student Engagement
<b>Facilitators</b>	Emma Acolatse and Annie Pomeyie
<b>INTED Admin</b>	Kwabena Amporful (CEO) and Elorm Billy-Awittor (Volunteer)
<b>Date</b>	September 3 - 4, 2018
<b>School</b>	SOS Hermann Gmeiner School, Tema – Greater Accra Region
<b>Population</b>	39 Teachers/12 HODs/ 610 Students



***INTED engaging SOS-Hermann Gmeiner teachers at the two-day workshop***

### **DAY ONE (Lesson Design) – Introduction & Team Building**

The INTED team was met at the administration block by the Head of SOS-Hermann Gmeiner School (SOS-HGS), Mr. Robert Okai and was immediately ushered to the canteen which was selected as the venue for the workshop. After setting up and with 25 trainees present, the head of school gave an opening prayer at 8:04am to begin the proceedings for the day. After a quick team introduction by the CEO of INTED, Mr. Kwabena Amporful, Master Fellow (MF) Annie Pomeyie started with the team building activity. Trainees, placed in groups, were asked to build cup pyramids without talking to each other. The trainees enjoyed the activity and shared feedback and observations on how the activity emphasises collaboration and communication. MF Annie used the exercise to stress the need for teamwork in implementing what will be learnt during the training.

Trainees also watched the short INTED Overview video which Kwabena used to familiarise the trainees with the scope, mission, operations, stakeholders, and philosophy driving the institute's work. Trainees then brainstormed and accepted group norms for full and active involvement in all sessions of the programme.



***Kwabena introducing INTEDE to the trainees ahead of the day's teambuilding activity***

After the introductory activities, trainees were provided with INTEDE branded envelopes containing training materials including INTEDE branded pens and writing sheets. Trainees were then introduced to the components of Lesson Design and Factors Affecting Student Learning via the slide lecture presentations by MF Emma Acolatse. The morning session introduced a number of strategies, such as Think-Pair-Share, T Charts, Venn Diagrams, Learning Partners, using the L-G-L strategy etc. after having identified factors affecting student learning. The morning session attracted a lot of questions and discussions among trainees. With support from MF Annie, MF Emma took time to answer questions and delve into the module being discussed. The morning session broke for snack around 10:00am and lunch around 1:20pm.



***Strategies for Lesson Design being discussed in groups***

### **Afternoon**

Design Studio was started with lesson design planning and presentation done after the lunch break. Trainees were grouped according to subject areas, with a total number of 5 groups formed. Master Fellow Emma explained that they were expected to design and present a lesson plan that embeds the components of the day's strategies on a topic of choice in their subject area. They were however cautioned not to come and teach the topic during the presentation but most importantly show the components of lesson design and explain when and how strategies will be incorporated in their lesson. Each group was given a flip chart and marker and allotted 30 minutes to plan their lesson and another 10 minutes for presentation. Each group selected a topic of their choice and prepared a lesson plan using the Lesson Design strategies.



***Trainees during Design Studio being observed by Mr. Israel Titi Ofei***

Members of each group further enhanced their understanding of the module through the presentations and were given feedback from the team as well as Master Fellows.

The Chair of the INTED Board, and SOS Village Schools in Ghana. Mr. Israel Titi Ofei also passed through the session to observe the interactions.

**Instructional Leadership**

Master Fellow Annie handled the Instructional Leadership session with an objective of ensuring that Heads of Department at SOS-HGS 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 monitoring on the use of the strategies. During the session, they also brainstormed obstacles to the use of the strategies.



***Instructional Leaders brainstorming on strategies for monitoring and implementation***

The day ended with a debriefing meeting among trainers and the major take away was the missing print out on Revised Bloom's Taxonomy in the packets given to trainees. Master Fellows read through the exit cards to indicate the areas or questions that needed further explanation to be addressed in the morning of the second day.

**Day Two (Active Student Engagement)**

**Morning**

On the second day of the training, trainees were immediately launched into the *Worst Collaboration Skit* teambuilding activity. Trainees were put into groups using the numbered heads strategy and tasked to plan a brief skit showing lack of collaboration. During the morning introductory remarks, Kwabena entreated the trainees to provide candid comments when giving their responses to the Feedback Survey to be completed in the afternoon.



*Trainees planning and demonstrating their skits for Worst Collaborative Moves*

Kicking off training on the second day, Master Fellow Emma introduced trainees to strategies in Active Student Engagement. Some of the strategies taught were *Foldables*, *Inside-Outside-Circle*, *Numbered Heads*, *Pass that Question*, etc. Trainees enjoyed the training, especially with the introduction of the *Inside-Outside-Circle*. The excitement of these strategies visibly incited the trainees to be actively involved. The morning session broke for snack and lunch, by which times training had proceeded relatively smoothly to the planning stage of Design Studio.



*Trainees involved in the foldables and the inside-outside circle strategy during Day 2*

**Afternoon**

Working in their subject-based groups, trainees designed and presented their lesson plans using the backward design and demonstrated how and when they will inculcate the strategies for active student engagement in their lessons. The Heads of Department joined, and as part of their Instructional Leadership training, observed their colleague teachers in the delivery of their lesson plans. Master Fellow Emma and trainees shared comments and feedback on each group’s presentation.



***Groups presenting their Lesson Plans, followed by Heads of Departments presentation of the School Action Plan***

### **Instructional Leadership – Day Two**

Heads joined the rest of the trainees during the Design Studio session, to prepare Action Plans for the implementation of the new strategies learnt and to find new ways of working together. Master Fellow Annie focused on discussions related to norms and expectations needed to be set for proper functioning departmental teams. Emphasis was also placed on brainstorming obstacles to new ways of working and educated moves that could be brought to bear to help forestall these obstacles. Day Two’s IL session continued with discussing the *High Leverage Strategies for Principal Leadership* article, using Concept Maps to show their understanding and links to their own school practices much to the delight of the leaders present.



***Instructional Leaders brainstorming further strategies for monitoring and implementation***

MF Emma conducted make-up sessions on both days for three trainees with excused absences during the delivery of one or both of the modules. Their names are Stephen Aidoo Borsah (LD & ASE), Nana Serwah Atohene (LD) and Florence Abea (LD).

### **EVALUATION**

After the Action Plan presentations, 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 residual 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.



After the presentations, the 21<sup>st</sup> Century Education video was played and an effective discussion was led by Kwabena. 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. Master Fellow Annie also reiterated the need for continuous professional development, and for teachers and heads to be mentors and more innovative.

The floor was opened for feedback and trainees commended the Master Fellows for their impressive contributions to making the programme a success. The Head of School, Mr. Okai also took the podium to congratulate teachers who have been effective throughout the two 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.

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.

Reported and Signed by:

.....  
Kwabena Amporful  
(Founder & Director, INTED)

.....  
Elorm Billy-Awittor  
(Volunteer & Recorder)