

2019 INTED SCHOOL SPECIFIC PROGRAMME REPORT

Training Type	School Specific Programme
Modules	<i>Critical Thinking Skills, Review and School Collaboration Plan</i>
Facilitators	Raphael Aidoo-Taylor, Emma Acolatse, and Annie Pomeyie
INTED Admin	Kwabena Amporful (CEO), Louisa Amba Koomson (Senior Programmes Manager), and Elorm Billy-Awittor (Volunteer)
Date	February 14-15, 2019
School	Anum Presbyterian Senior High School; Anum, Eastern Region
Population	71 Teachers/18 HODs/ 2,013 Students



Teaching staff of Anum Presby Senior High School with the INTED Team

1.0 Introduction:

The INTED team arrived at the premises of the Anum Presbyterian Senior High School at 4:30pm on Wednesday, February 13, 2019 for the second and concluding part of the school's Tier I programme. The headmistress of the school met the team and, after the exchange of pleasantries, introduced two other Anum staff members to coordinate training logistics with the INTED admin team. As with the first part held during March 7-8, 2018, the Library and Staff Common rooms were chosen to have enough tables and chairs for the sessions. As communicated earlier, the Critical Thinking Skills article was given out to the trainees as pre-reading material. The INTED team then retired to the designated accommodation at Okumani Hotel in the Anum town, after overseeing satisfactory preparatory arrangements.

2.0 Day 1

Introduction and Opening Remarks

After an opening prayer by John Atta Donkor (Rev.) at 8:02am, the Headmistress Philomina Rosina Boateng welcomed the trainees and guests from INTED. She opened the workshop by acknowledging the support of the PTA and entreating all trainees to partake fully.

Kwabena Amporful, Founder and Director of INTED, introduced the team represented by Master Fellows Raphael, Annie, and Emma as facilitators, and Louisa and Elorm as administrative support. He went ahead to reiterate the certificate and attendance policy and agree norms and rules for training housekeeping.

Trainees were then taken through the *Cardinal Points Leadership Preferences* as a team building activity led by MF Raphael, after which they moved to the two teaching practice training rooms allocated to the subject based cohorts.



Trainees paying attention to presentation



Team building activity led by MF Raphael

Cohort A

MF Emma took trainees through the definition of and research on Critical Thinking Skills, the relationship between thinking critically and questioning, and the effects writing has on thinking. Trainees also discussed the Revised Bloom's Taxonomy and concepts such as Metacognition.



MF Emma taking trainees through article on Critical Thinking Framework

Design Studio and Presentations

After lunch break, trainees went into design studio at 2:15pm to design lesson plans using the strategies they had been taken through. After about an hour, the lessons designed were presented by four departments. MF Emma and other trainees discussed their observations and made inputs where necessary.



Trainee in a lesson plan presentation



Design Studio session in Cohort A

Cohort B

Trainees in the cohort were also taken through the Framework for Critical Thinking by MF Annie. Some other strategies they looked at included RAFT, Wait Times 1/2, amongst others.



Session on Critical Thinking Skills



MF Annie leading her cohort

Design Studio and Presentations

Similar to the structure of the other cohort, the trainees in this cohort also went into design studio and came up with lessons plans aimed at making learners think critically. The lessons were presented and comments shared for improvements.



Design Studio session in Cohort B



Lesson Presentation

Instructional Leadership

The various Heads of Department and other instructional leaders went into their session with MF Raphael to discuss where they were with their implementations from the action plans drafted during the first part of the programme. However since most of these leaders were new, the focus was shifted to preparing new departmental action plans. Raphael therefore took the HODs through goal setting, template and inputs for an action plan, and asked that they join their department/subject members to start work on the action plans for the year, at about 4:05pm.

Daily Debriefing Meeting

After the activities for the day, the school management represented by the three assistant heads and headmistress met with the INTED team in the ICT office to review Day 1's proceedings and opportunities for improvement for the next day. Mostly positive remarks were shared by both teams especially in the area of the prompt management of the power outage, water and food provision, and timeliness. Specific follow-up items included:

- (a) proposal to create WhatsApp group for ILs
- (b) photocopies to make up for the shortage (3 in number) in the IL packets given
- (c) review session to cover make up session for those not certified from Part 1
- (d) suggestion on having conference meetings at the department level to formalise action plan preparation and onwards submission to Academic Head for implementation
- (e) The presence of new staff (43) was also noticed especially during the afternoon sessions – it is noteworthy to follow-up on the need to provide the Part 1 modules of *Lesson Design*, *Using Prior Knowledge*, and *Active Student Engagement* for the new staff.

3.0 Day 2

The second day of training focused on *Review and School Collaboration Plan*. The day started at 7:57am with another opening prayer from John Atta Donkor (Rev.). Kwabena then welcomed everyone and asked MF Emma to lead the “I Connect” team building activity. With both cohorts working together in the library, trainees were then taken through all strategies learnt, including from the first part of the program in modules: *Lesson Design and Factors Affecting Student Learning*, *Active Student Engagement*, *Using prior knowledge*, and *Critical Thinking Skills*. The two-hour review session was done using the discussion method and facilitated by MFs Annie and Emma. This review session saw the enthusiastic participation of new staff, for most of whom it also filled some knowledge gaps from the first part of the programme in 2018.



Review Session with all trainees

After the review, MF Raphael regrouped the trainees into their various departmental units to work through completing their action plans.

After completion, the departments presented their action plans, and comments were shared by peers, the facilitators, and Madam Philomina for further improvements.



School Collaboration Plan Preparation



Presentation of school collaboration plans

4.0 Closure

After the presentations, Kwabena expressed his gratitude in the closing remarks to the trainees and added that it was important they implemented what they had taken in over the period. Kwabena also highlighted the training focus on instructional leadership, emphasising the role of such instructional leaders in the action plan implementation in improving student achievement. The headmistress also reminded her Heads of Department to be more hands-on instructional leaders to ensure the achievements of the targets set by themselves. The closing prayer was given at 1:55pm by John Atta Donkor to end the workshop, after which a group picture was taken.



Training Certificates

Emelia Amanor who was absent during the morning of Day 1, but made up for the missed session during the review session of Day 2. Samuel Kofi Tommey, who needed a make-up of the Part 1 programme, also completed the requisite *Active Student Engagement* modules. Michael Ahorlu logged a complaint of an incorrectly spelt certificate. Along with the 71 and 18 staff who earned Teaching Practice and Instructional Leadership certificates, respectively, during the Part 2 programme, these three trainees will receive their Part I certificates.

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