

## 2020 INTED SCHOOL SPECIFIC PROGRAMME REPORT

<b>TRAINING TYPE</b>	School Specific Programme
<b>MODULES</b>	Lesson Design & Factors Affecting Students’ Learning, Active Student Engagement, and Using Prior Knowledge
<b>MASTER FELLOWS</b>	Annie Pomeyie and Raphael Aidoo-Taylor
<b>INTED ADMIN</b>	Kwabena Amporful (Founder and Director), Rexford Amoanoo Mensah (Volunteer)
<b>DATES</b>	March 12-14, 2020
<b>SCHOOL</b>	Mpohor Senior High School (SHS), Western Region.
<b>POPULATION</b>	45 teachers/ 6 HoDs /4 SoS/ 1,182 Students



*Heads and teaching staff of Mpohor SHS with the INTED team*

### **1.0 Introduction**

The INTED team comprising Kwabena Amporful (CEO), Master Fellow Annie Pomeyie and Volunteer Rexford Mensah arrived at the Mpohor Senior High School at 6:57pm on Wednesday, March 11, 2020 and were welcomed by the Head of school Mrs. Alberta R. Croffie Quayson and her Assistant Head Sabina Hammond. After initial introductions to some of the teaching staff, preparatory logistics for the training rooms were underway. It was agreed for use of the Assembly Hall and the Headmistress’ Conference room as the venues for the teaching practice and instructional leadership sessions, respectively. The seating arrangements were finalized with the assistance of students present.

The INTED team then retired to Jerusalem Guest House for housing accommodation, closing the day without Master Fellow Raphael Aidoo-Taylor who he was expected to join after attending to summons by the directorate of the Ghana Education Service.

## **2.0 DAY 1**

### ***Introduction and Opening Remarks***

The INTED team arrived at the training centre by 6:30am and finished setting up for the day's training with activity materials needed for the teambuilding session by 7:00am, after which breakfast was served. The workshop started at 8:20 am with an introduction by Kwabena to the 32 trainees who were present by then. He expressed by appreciation of the tireless efforts of the Headmistress, briefed trainees on INTED history, objectives and success stories, and introduced the INTED team members as well. Mr. Emmanuel Aseidu was appointed by trainees to be their course representative for the training.

### ***Team Building Activity (Cup Pyramid)***

MF Annie led the cup pyramid building activity with trainees grouped into 9 teams different work stations with 5 or 6 trainees per team; the ninth team was tasked to observe all others for the purposes of leading post activity commentary. Team members were instructed not to talk to each other nor hold the cups while building the pyramid. At the end, trainees realized the importance of communication and collaboration among teachers if they want to successful in department work.



*Trainees during the teambuilding session*

Kwabena then went over the schedule and discussed housekeeping norms and rules regarding the training with trainees.

### ***Lesson Design***

MF Annie, asked trainees to list factors that affect students' learning and these were categorized and labeled under *student*, *teacher* and *environmental* factors which was demonstrative introduction of List-Group-Label, which laid a good foundation for the variety of learning strategies that were to be introduced.

Trainees also actively participated in the introduction of other new strategies such as *Learning Partners*, *Think-Pair-Share*, *Think-Write-Pair-Share*, *Exit Cards*, among others, and differentiated between the two forms of Assessment: Assessment of learning (summative) and Assessment for learning (formative). There was a short break from 11:18am to 11:33am after which MF Annie continued with the presentation of the strategies.



*Trainees actively involved in the lecture*

The INTED training was interrupted from 12:40-2:00pm, during which officers from SSNIT engaged teachers on a talk on the operations and benefits of the insurance trust.

### ***Design Studio***

The afternoon session commenced at 2:06pm. Trainees were grouped into their respective departments to design a sample lesson plan on a selected topic, incorporating some of the strategies taught. There was a lunch break from 3:10pm-3:40pm.

After the break, Kwabena informed the trainees on the guidelines for the presentation and each group presented. Questions were asked on when and how the teaching strategies would be used.



Contributions such as managing the number of strategies in one lesson, using the strategies correctly, and teacher input in the lesson were made after presentations.



*Presentations after Lesson plan design*

### ***Instructional Leadership***

During the design studio session, all Heads of departments, Supervisors of study, and officers from the District Directorate of Education gathered at the Headmistress' conference room for the instructional leadership module. Due to the GES summon of MF Raphael, MF Annie took his place to kick off the instructional leadership training. MF Annie led the discussions as leaders came out with suggestions to foster the strategies and new concepts trainees have been introduced to. They were encouraged to work collaboratively as leaders, be lifelong learners, and ensure teamwork with their subordinates among others.



*Heads of departments and Supervisors of studies in leadership session with MF Annie*

### ***Daily Debriefing***

The daily debriefing was not done in the usual format between Heads of both organizations on the first day because the substance for review and debriefing had been adequately addressed during the afternoon open commentary period with trainees following the design studio session. These substantive issues included inability to adhere to schedule, delays with food and breaks, low participation and impact on the programme from SSNIT guest talk.

### **3.0 DAY 2**

The training commenced at 7:50am. Kwabena recapped the activities from training Day 1 and sought feedback while encouraging trainees to take advantage of the programme for their professional development. Mrs. Croffie Quayson, the Headmistress informed trainees of her observations on the first day and advised them to show an improvement, particularly with timeliness. With the first two cases of Covid-19 confirmed in Ghana overnight, she also touched on the start of the Coronavirus pandemic, and encouraged prescribed health and other precautionary measures for trainees. Mr. Raphael Aidoo-Taylor (MF) joined the INTED team in the morning.

#### ***Tallest Tower Teambuilding Activity***

MF Raphael led the teambuilding activity as he grouped trainees around 8 workstations with ninth observation team. Each work station was provided with unequal materials including straws, water bottles, masking tapes, sticks, ropes, and disposable cups on a task to build the tallest tower except the ninth observer group. Trainees enjoyed the activity and shared their observations, among which were team work, sharing of ideas, utilizing limited resources, etc.



*Trainees involved in building the tallest tower*



### ***Active Student Engagement***

MF Annie reviewed the exit cards that were administered at the end of day one and explained arising questions that related to the training to the trainees. Trainees were asked to list some qualities of *Active* and *Passive* students, which served as a good foundation to commence the day's lesson and introduce the first strategy: *T-Charts*. MF Annie further introduced other strategies such as *Foldables*, *Say Something*, and *Double-entry Journal* that can be used to engage students.



*Trainees being taken through active student engagement strategies*

### ***Design Studio***

Trainees met in their various groups for the lesson plan preparation. This time, they were to update the prepared lesson plans from Day 1, and include some new strategies and activities that will ensure student engagement. Thereafter, presentations were made by each group for Master Fellow and colleague feedback, which included how professional development improves student and teacher behaviors in and outside of the classroom. Trainees stressed effective time management when teachers decide to use two or more strategies in their lesson delivery.



*Trainees actively involved in writing their lesson plan and presentation*

### ***Instructional Leadership***

MF Raphael led the instructional leadership session where leaders were introduced to how best they can manage the little resources with effective strategies. There were lessons on how best to realize instructional leadership goals and enable instructional change.

### ***Debriefing Meeting***

The daily debriefing was a very short one between the Headmistress Croffie Quayson, Assistant Isaac Mickson, and the INTED team. Per shared perspectives, there were improvements in the composure and participation of trainees. The Headmistress thanked the INTED team for their efforts and impact.

### **4.0 DAY 3**

The training commenced at 8:05am. Kwabena reviewed the previous days' activities and previewed the activities for the day. He led a short presentation on Professional Learning Communities (PLC), referring to Richard Dufour's article with same topic as a guide. The INTED team and the Trainees took a group picture in front of the school's Assembly Hall.

### ***Prior Knowledge***

Madam Annie emphasized the importance of relating students' prior knowledge in lesson planning and the delivery of new content to students. Trainees were taken through strategies such as *K-W-L*, *Frayer Model*, *Anticipation Guide*, etc.



*MF Annie introduces the Using Prior Knowledge session as trainees make contributions*



### *Design Studio*

Trainees (except leaders) met in their respective groups and once again updated their lesson plans with the new strategies learnt on using prior knowledge. They were given opportunities to present and receive feedback to improve upon their work that included the correct usage of strategies.



*Trainees updating their lesson plans to include prior knowledge strategies*

### *Instructional Leadership (IL)*

While trainees worked in their various design studio teams, their leaders worked with MF Raphael as part of the instructional leadership session. They shared ideas on how to implement the strategies. Together, they prepared a presentation on a general Action Plan that they had been working on, which served as a precursor to department-level work.



*Leaders preparing the general Action plan during the final IL session*



***Action Plan Presentations***

The leaders joined their colleague members and presented their suggested Action Plan template. Afterwards, each leader met their respective department members and drafted their team’s Action Plan. They stated some of the specific ways the department will effectively work together to implement the strategies, and address any anticipated obstacles. Two departments, Mathematics and Social Science, presented their drafted Action Plans.



*Leaders together with their department members drafting their action plans*

**Closure**

In closing, Mr. Raphael Aidoo-Taylor (INTED Master Fellow and Mpohor District Director of Education) encouraged trainees to implement the strategies and challenged them to keep developing themselves. Kwabena extolled the leadership qualities of Mrs. Alberta R. Croffie Quayson (Headmistress), who in turn, also thanked trainees for their successful participation.

Programme evaluation forms were administered to both trainees and trainers and feedback was collected. The training officially ended at 1:10pm.

Report compiled by:

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Rexford Amoano Mensah  
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Signed by:

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Kwabena Amporful  
(Founder and CEO, INTED)