

**INTED School Specific Programme at
Nyakrom Senior High Technical School (SHTS)
Dates: September 21 to 22, 2016
Training Modules: Lesson Design and Active Student Engagement**



Group picture of INTED Team with Nyakrom SHS Teachers and Management

1.0 Introduction

The head of Nyakrom SHTS (Name) expressed interest in building the capacity of the teachers and heads of Nyakrom SHTS, and proposed 21st and 22nd September for the training. The modules selected were Lesson Design and Active Student Engagement.

The Master Fellows and INTED Admin team arrived at Nyakrom on the 20th September, 2016 for location setup, walkthroughs and team meeting. The team received a warm welcome by the Heads of Nyakrom SHTS. The total number of teachers and heads targeted to be trained was 55 which are comprised of 14 Instructional Leadership heads and 6 National Service Personnel. Due to the large number; the teachers were grouped into two Cohorts: A and B. Five Master Fellows (Three Pioneers and Two Candidates) from the Central and Eastern Regions Team were selected to lead the training and the three INTED Admin team went to manage this twoday training, with no volunteers. Two Master Fellows (One Pioneer, and one Candidate) were assigned to a Cohort and a Pioneer Master Fellow was assigned to the Instructional leadership. The names of the Master Fellows are: Faustina Ackon, Fiiifi Hope, Albert Amponsah, Emma Acolatse, and Raphael Aidoo- Taylor. Cohort A trained in the Physics Lab while the Cohort B trained in the Library. The two groups switched venues on the second day for a change of scene but kept trainers for continuity.



Trainees engaged in the Tallest Tower activity

2.0 Training

2.1 Day One: Lesson Design and Instructional Leadership

The day started at 9:40am due to delay in the arrival of teachers. Before trainees were grouped into their respective Cohorts, INTED Admin, Kwabena Amporful played the INTED overview video and gave a brief introduction. Master Fellow Raphael Aidoo Taylor took over by engaging the trainees in the *Tallest Tower* activity, which ignited the interest of the trainees in the training. Another Pioneer followed with the grouping of the trainees into the Cohorts (according to departments).

Both Cohorts A and B trainings started around 10:30am. In each case, the Candidate Master Fellows lead trainings while the Pioneer Master Fellows supported. Participants were actively involved and facilitation went well. There was a 15mins break at 12:30pm

The second session of the training started at 12:50pm and involved a lot of activities such as Think-Pair-Share, Learning Partners. The pioneer Master Fellows supported the candidates in areas of difficulty. There was a 50-minute lunch break from 2:30 to 3:20pm.



Cohort A training



Cohorts B Training

The Design Studio session started around 3:25pm with trainees grouping into subject areas and tasked to design a lesson plan on any topic in their subject area. Five groups in total were created and one person from each group presented. The presentations showed that the participants have understood all the strategies

Heads of Department (6) together with the 3 heads (Headmistress/Assistant Heads Academic and Administration) met for the Instructional leadership on the Lesson Design where these leaders were taught on how to support their teachers to inculcate the strategies learnt in their classroom delivery. After the Instructional leadership session, HoDS and heads joined their colleague teachers to observe their presentations at the design studio session.



Design Studio department level work, observation and feedback

The training came to close around 5:00pm. The INTED team met with the heads for the daily post-training debriefing.

2.2 Day Two: Active Student Engagement and Instructional Leadership

The training kicked off around 9:00am with a Master Fellow Raphael Aidoo-Taylor engaging trainees in the *Worst Collaboration* activity. Again this ignited the interest and activity of the teachers. The trainees switched locations, with Cohort A using the Cohort B's prior day venue, and vice versa. Both Teaching Practice trainings started with a review of the previous day's module and responding to previous day *Exit Card* issues. Participants demonstrated through their responses that they had understood most of what they were taught. Participants were introduced to a lot of strategies such as Say Something, Foldable, Pass That Question, Pass That Answer, Inside- Outside-Circle and they were actively involved. Facilitation was excellent. There was a 30-minute break at 11:15am.



Picture of trainees being taught in Cohorts B and A respectively

The second session of the training started at 11:40am and it involved a lot of activities. Participants were observed actively participating in the activities, such as making “*Foldables*”, “*T Charts*”, etc. Trainees were also introduced to the Inside-Outside circle with Cohort B breaking the trainees into 2 groups for that activity. It was very interesting. There was a forty-minute lunch break from 1:00pm to 1:40pm.



Trainees engaged in the Inside-Outside circle and Foldable activities

Issues from trainees' *Exit Cards* were addressed by Master Fellows before the beginning of the Design Studio session. Trainees were grouped into subject areas for the design Studio. There was improvement in trainees' presentations. Heads of Departments together with the 3 heads (Headmistress/Assistant Heads Academic

and Administration) met again for the Instructional leadership on the Active Student Engagement where these leaders were introduced to ways to solve some of the challenges they anticipated in their monitoring of the strategies learnt. After the Instructional leadership session, HODS and heads joined the teachers to observe their presentation at the design studio session.



Design Studio

The INTED Admin administered the Trainee Evaluation forms that were filled and submitted by participants. All the trainees met at the Library for the wrap-up session after taking group pictures with the INTED team. The INTED Admin played a 21st Century video, which emphasized the need for continuous professional development by teachers to keep up with the needs of a dynamic and fast changing world. There were interactions to discuss issues raised in the video.

3.0 Observations

There were significant delays in the arrival of trainees and meals, which presented training time and coordination constraints. Once training was underway, the trainees comported themselves throughout the training and were commended for this.

4.0 Conclusion

Admin expressed appreciation to the headmistress, her assistants and teachers for the opportunity to train the teachers and their time devoted to the programme. INTED team was also thanked for a successful training.

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